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ABSTRACT

The National Association for Humane and Environmental Education (NAHEE) produces this workshop guide which offers a scripted workshop with handouts for elementary educators interested in sharing curriculum-based activities dedicated to helping young people develop values of kindness and respect toward people, animals, and the Earth. This guide enables educators to facilitate workshops from 1 hour to 1 day in length using activities which emphasize group work and cooperative learning skills. The activities include: "Getting to Know You"; "Quote Me", designed to promote awareness of humane education; "Tropical Forest", which focuses on issues in environmental and humane education; "Teacher's Pet", which examines the context of humane education; and "Breaking the Cycle of Abuse", which focuses on strategies to help children develop humane attitudes towards animals. The guide includes directions for the activities, accompanying handouts, suggestions for customizing, planning and promoting the workshop, and an evaluation form. Student learner outcomes are provided for those activities that can be adapted for use with students. (DDR)

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The KIND Workshop Leader's Guide

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KIND Workshop Leader's Guide

Introduction

The KIND Workshop Leader's Guide is a publication of the National Association for Humane and Environmental Education (NAHEE), youth education division of The Humane Society of the United States (HSUS). NAHEE services include assisting in the development and presentation of inservices for teachers on humane and environmental education, serving as curriculum development consultants, and providing support for teachers and students interested in alternatives to dissection. We also offer a variety of humane and environmental publications for teachers and students—notably *KIND News* and *KIND Teacher*.

KIND News, our student newspaper, is available in three reading levels: *KIND News Primary* for grades K-2, *KIND News Jr.* for grades 3-4, and *KIND News Sr.* for grades 5-6. *KIND News* is published monthly during the school year and arrives in a bundle of thirty-two copies with a teaching guide. A subscription costs $20, begins in September, and includes *KIND Teacher*, a classroom poster, and KIND ID cards for students. *KIND Teacher* is an annual magazine for elementary teachers full of worksheets, articles, and activities published annually in September of each year. *KIND Teacher* is available in conjunction with a *KIND News* subscription.

NAHEE is dedicated to helping young people develop values of kindness and respect toward people, animals, and the Earth. *The KIND Workshop Leader's Guide* offers a scripted workshop with handouts for elementary educators who want to share curriculum-based activities on these topics with their colleagues. What is needed today more than a little kindness? In an age in which we must humanely euthanize millions of animals in our country each year, in which wild animals are being pushed to the brink of extinction, in which school-based violence is a daily threat to our young people, the need for humane and environmental education is greater than ever.

The activities in the *KIND Workshop Leader's Guide* may be used to provide a workshop of anywhere from one to five contact hours in length. It is ideally suited to full and half-day inservice presentations. For those interested in providing a workshop of longer than five hour duration, the KIND Workshop can serve as a valuable preparatory session for conducting NAHEE's model for inservice programs—Sharing the Earth. Sharing the Earth is a three-to-five-day inservice on humane and environmental topics for elementary teachers. Write to us for more information on Sharing the Earth and its accompanying comprehensive inservice script.

Using this Guide

This *KIND Workshop Leader's Guide* will enable you to put on a one-hour, two-hour, half-day or all-day workshop in your community. With a few exceptions, everything you need to conduct the activities in this guide is provided here. The guide includes directions for the activities, accompanying handouts to be photocopied, and suggestions for customizing, planning, and promoting your workshop. An evaluation form designed to help workshop leaders improve their presentation skills and assist NAHEE in developing materials for future workshops is also included.

Each activity in the guide features an estimate of the time needed for demonstration and includes preparation requirements. Be sure to read the preparation requirements for the activities you plan to conduct well in advance of your workshop. In a few cases, you will need to send for additional materials (such as a video) to present the activity as written.

Some of the activities are designed for use in an adult workshop setting only. Others may be adapted for use with students. Where the latter is the case, the presenter is directed to provide participants with a fresh copy of any handouts needed to conduct the activity. A student learner outcome is also provided to guide presenters in focusing on curriculum/skill areas addressed by each activity.

The KIND Workshop emphasizes groupwork activities and cooperative learning skills. In a number of activities, the presenter is directed to have participants work in groups. Groups should consist of about five or six participants each.

It is recommended that presenters provide each participant with a copy of the *KIND Workshop Leader's Guide* in the course of the workshop. Participants can then devote their full attention to the activities without having to take notes on directions for conducting them. Multiple copies of the guide may be ordered for a nominal charge from NAHEE. If you choose not to provide copies of the guide to participants, be sure they receive the answer key for the take-home handouts.

Adults other than classroom teachers may also be interested in a presentation that provides lessons and activities with a humane/environmental focus. Scout troop leaders, youth group leaders, and interested parents are sure to welcome a KIND Workshop in their community. We hope you will contact us if you are planning to conduct a workshop using NAHEE materials in your area. Wherever possible, we will be happy to provide free copies of *KIND News* for workshop use. Copies of *KIND Teacher* may also be provided as available.

Throughout this guide, the symbol • is used to point out humane concepts that may require more in-depth understanding on the part of the presenter. The Humane Society of the United States publishes informative brochures and fact sheets on a wide variety of animal protection issues. If you would like background information on any of the topics raised in the workshop, request a free copy of The HSUS Publications List from The Humane Society of the United States, 2100 L Street, NW, Washington, DC 20037.

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Part 1: 90 minutes

• **Getting off to a Great Start.** Take the opportunity to welcome participants, thank them for coming to the workshop and introduce yourself and any assistants. Remind participants that the key to the success of this workshop is participation. To break the ice and get participants moving and thinking, use the following activity.

Activity: Getting to Know You

Demonstration time: 10 minutes

Preparation: Photocopy the handout for this activity. (All handouts are located in the Handouts section of this guide.) You will need one copy for each participant to use, plus one copy for each participant to take home. You may want to have a bell or timer on hand to ring when the time is up.

Student learner outcome: Students will begin thinking about ways in which their lives are intertwined with the lives of animals.

1. Distribute copies of the handout, one to each participant. Allow 5 minutes for participants to move around the room and collect names.

2. Have participants return to their seats and count how many names they collected.

3. Determine who collected the most names and reward the winner with a small prize. Note: Possible prizes for winners of any of the workshop activities include a one-year subscription to *KIND News*, a copy of the bilingual coloring book *Como darle una Mano a los Perros y los Gatos/How to be a Helping Hand for Dogs and Cats*, a Miniature Menagerie Clip Art packet, a "Be a P.A.L." T-shirt or button, or an "Animals . . . It's Their World Too" bumper sticker, as well as other items made available through The HSUS Publications List. Distribute copies of the handout for participants to take home.

• **What is Humane education?** Is it a new idea? What topics are taught? What is the difference between educating and indoctrinating? Does humane education mean keeping pets in the classroom? Challenge participants to define humane education through the following activities.

Activity: Quote Me!

Demonstration time: 10 minutes

Preparation: You will need three to four large sheets of oaktag. Tape them together lightly on the back and lay them out on a large work surface. Using brightly colored markers, write the quotes at random on the oaktag sheets. (See quotes below.) Letter carefully and make them visually appealing. Then remove the tape and cut the oaktag sheets to make giant puzzle pieces—as few as a dozen or as many as two dozen or more. Cut the edges freehand and with plenty of curves so there is only one match for each puzzle piece.

Student learner outcome: Activity is for workshop participants only.

1. Ask participants to guess how long environmental education has been part of U.S. schools. Answer: About thirty years. Rachel Carson's *Silent Spring*, published in 1962, awoke many educators to the need for a focus on environmental issues in schools.

2. Ask participants to guess how long humane education has been part of U.S. schools. Answer: For more than 100 years. George Angell, often considered the "father of humane education" began the Bands of Mercy more than a century ago. The Bands of Mercy were groups of students and teachers who pledged kindness to animals.

3. Point out that although environmental education is well known in today's curriculum, humane education is less well known. Surprisingly, humane education comes as a new idea to some teachers, but it has been around for quite awhile—more than a century! Mix up the giant puzzle pieces and pass them out, one to a participant. Challenge participants to put the puzzle together.

4. When the puzzle is put together, ask any participants who are still seated to join the rest of the group in reading the puzzle quotations. Then ask: Who can locate the oldest quote on the puzzle? Answer: John Locke's quotation is the oldest—from the seventeenth century. Ask a few participants to share the quotes that are most meaningful to them.

5. Point out that this puzzle activity may be adapted to other humane and environmental topics for use with students such as pet care rules, the names of animals and their habitats, and quotations about protecting the environment. With primary students, names and simple drawings of animals could be used.

Quotes

1. "...And they, who delight in the suffering and destruction of inferior creatures, will not be apt to be very compassionate or benign to those of their own kind. Children should from the beginning be brought up in an abhorrence of killing or tormenting living beings. . ."
—John Locke, 1632-1704

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2. "Undoubtedly the best way to prevent cruelty to animals on the part of men is to teach children to be merciful." —Henry Bergh, 1811-1888

3. "Without perfect sympathy with the animals around him, no gentleman's education, . . . could be of any possible use." —John Ruskin, 1819-1900

4. ". . . just so soon and so far as we pour into all our schools the songs, poems, and literature of mercy toward these lower creatures, just so soon and so far shall we reach the roots not only of cruelty, but of crime." —George T. Angell, 1823-1909

5. "I will try to be kind to all living creatures, and will try to protect them from cruel usage." —youth pledge, Band of Mercy, 1882 (endorsed by the NEA, 1883)

6. "The humane education movement is a broad one, reaching from humane treatment of animals on the one hand to peace with all nations on the other. It implies a step beyond animal rights. It implies character building. Society first said that needless suffering should be prevented: Society now says that children must not be permitted to cause pain because of the effect on the children themselves." —Sarah Eddy, author, *Friends and Helpers*, 1897

7. "Humane education should be taken up by us, not so much for the benefit of the animal life that we seek to protect, but for the sake of human life to which our profession is specially dedicated." —Edward Hyatt, Superintendent of Public Instruction for the State of California, 1907-1919

8. "Learning to think and care for the welfare of wild and domestic animals. . . is a part of the inalienable rights of all children and must be included in the education of home and school if we would replace the old cruelties by thoughtful kindness and make the new world a world of freedom and progress and brotherly love." —P.P. Claxton, United States Commissioner of Education, 1911-1921

9. "Children trained to extend justice, kindness, and mercy to animals become more just, kind, and considerate in their relations with others. Character training along these lines in youth will result in men and women of broader sympathies; more humane, more law-abiding—in every respect more valuable—citizens. Humane education is the teaching in schools and colleges of the nations the principles of justice, goodwill, and humanity toward all life. The cultivation of the spirit of kindness to animals is but the starting point toward the larger humanity that includes one's fellow of every race and clime. A generation of people trained in these principles will solve their international difficulties as neighbors and not as enemies." —National PTA Congress, 1933

10. "The school will be the way! From the time they start school, young people must be imbued with the idea of reverence for all living things." —Albert Schweitzer

11. "To educate our people, and especially our children, to humane attitudes and actions toward living things is to preserve and strengthen our national heritage and the moral values we champion in the world." —John F. Kennedy

12. "Why is compassion not part of our established curriculum, an inherent part of our education? Compassion, awe, wonder, curiosity, exaltation, humility — these are the very foundation of any real civilization, no longer the prerogatives, the preserves of any one church, but belonging to everyone, every child in every home, in every school." —Yehudi Menhuin

13. "So often when you start talking about kindness to animals. . . someone comments that starving and mistreated children should come first. The issue can't be divided like that. It isn't a choice between animals and children. It's our duty to care for both. Kindness is the important thing. Kids and animals are our responsibility." —Minnie Pearl

14. "For too long we have occupied ourselves with responding to the consequences of cruelty and abuse and have neglected the important task of building up an ethical system in which justice for animals is regarded as the norm rather than the exception. Our only hope is to put our focus on the education of the young." —John A. Hoyt, Chief Executive Officer, The Humane Society of the United States.

Activity: Topical Forest

Demonstration time: 20 minutes

Preparation: You will need broad felt-tip markers and chart paper, one sheet for each group.

Student learner outcome: Activity is for workshop participants only.

1. Have participants determine what topics are covered in humane and environmental education. Direct participants to form groups. A group should consist of five or six participants. Distribute markers and chart paper. Assign one category to each group: *Pets, Wild Animals, Animal Appreciation, Controversial Issues, Ecology and the Environment*. Have each group list their topics in large print on the chart paper. Point out that some categories will have topics that overlap with another category.

2. Have one member of each group bring the group's chart paper sheet to the front of the room. Challenge seated participants to fill in any topics that may be missing. (Compare to lists below.) Be aware that in some parts of the country a subject like "rodeo" may not be seen as a topic for humane education because, although they may be familiar with such an event, some participants may never have been made aware of humane concerns surrounding it.

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3. Are there any topics participants can think of that do not fall within these categories? See "Other" category, below.

4. Point out that humane and environmental education often challenge students to think critically about any activities – even positive ones – that involve animals, land use, and so on. Ask: What questions, for example, might be asked about animals that perform jobs for humans, such as seeing-eye dogs, animals used in pet therapy, and work horses? *Possible questions include: How are the animals trained? How are they cared for? Are the animals' needs met? Are the animals put in danger?* Point out that thus, humane education often involves developing empathy and concern for the welfare of individual animals. Both humane and environmental education often involve developing an appreciation of the long term effects and impact of our actions.

Categories

Pets: needs, spay/neuter, preventing cruelty toward, animal control, emergencies, whether classroom pets should be kept, euthanasia, laws, ways to help animals through life-style choices, feral cats and dogs, safety around pets, criteria for pet ownership, indoor cats, licensing, problems caused by free-roaming pets, no Easter "pets," not giving pets as gifts, puppy mills.

Wild Animals: needs, preventing problems, not keeping as pets, protecting habitat, problems caused by hunting, maligned animals, endangered animals, ways to help animals through life-style choices, saving predators, use of wild animals in entertainment, problems caused by free-roaming pets, urban wildlife, wildlife rehabilitation, bird feeding, importance of leaving baby birds alone, humane solutions to "pest" problems, results of the steel-jaw leghold trap, use of fur, problems of introduced species, marine mammal protection.

Animal Appreciation: services provided by animals, amazing things different animals can do naturally, fascinating facts about animals, animal communication, behavior, similarities to humans.

Controversial Issues: animals used in laboratories, hunting/trapping, rodeo, keeping classroom pets, zoos, captive wildlife, factory farming, use of animals in entertainment including circuses, vegetarianism, dissection, fund-raising cruelties (donkey basketball, greased pig contests), blood sports.

Ecology and the Environment: the need to preserve biological diversity, protecting habitat, problems caused by hunting, overpopulation of animals in limited habitats, effect of pollution on animals, effect of litter on animals, saving the rain forests, effect of free-roaming pets on environment, ecological importance of predators, interdependence of living things, loss of wetlands, depletion of ozone, ocean and fresh water pollution, impact of our lifestyles, use of pesticide, environmental effects of cattle raising, problems caused by introduced species of animals.

Other: Animal-related careers, history of animal protection, leaders in animal protection, animal myths and legends, attitude transfer (being kind to other people as well as animals).

Activity: Education or Indoctrination?

Demonstration time: 30 minutes

Preparation: Write the quotation (see below) on the chalkboard. Photocopy the handout, one for each participant.

Student learner outcome: Activity is for workshop participants only.

1. Have participants silently read the following quotation and then discuss: *Love of power is the chief danger of the educator, as of the politician; the man who can be trusted in education must care for his pupils on their own account, not merely as potential soldiers in an army of propagandists for a cause. —Bertrand Russell*

2. Share with participants: It has been said that education is teaching children how to think while indoctrination is teaching them what to think. Elicit discussion about what makes education different from indoctrination. *In general, an educational approach informs students about issues that are within their cognitive grasp. Students are exposed to factual information in such a way that they leave the lesson without feelings of despair or guilt. In an education experience, the teacher may disagree aloud with students, but treats them with respect. Indoctrination, on the other hand, involves teaching students to accept a system of beliefs without question.*

3. Ask: How can we be sure we are educating and not indoctrinating? What criteria must a humane education lesson satisfy in order to provide an educational experience? Point out that the lesson must . . .

A. be based on concepts that students can fully grasp. *This eliminates many controversial topics which are often complex. Only topics appropriate to the cognitive ability of students should be addressed. Note that some topics can be simplified for students. This is acceptable provided such simplification does not lead to a distortion of the facts.*

B. be taught with an emphasis on facts, and in a way that is not misleading.

C. be taught in such a way as to leave students without a feeling of despair or guilt.

D. be taught in such a way that differing viewpoints are treated with respect. *A possible exception to this may be if the topic is a health/safety issue. In such cases it may be acceptable for a teacher to discount a student's incorrect opinion or terminate discussion.*

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Indicate that where all of these criteria cannot be met, the teaching experience is likely to reflect indoctrination rather than education.

4. Have participants reflect further on controversy. Explain that what is controversial in one community might not be controversial in another. Elicit examples. *Humane issues related to rodeo, cockfighting, and hunting, for instance, are more likely to spark controversy in areas where these are more popular pursuits than in areas where they seldom occur.* Ask: How do we decide what is controversial? Explain that by asking ourselves the following questions, we should be able to decide if a topic is controversial:

A. Is this a special interest (vs. a public interest) topic? Are there special interest groups advocating different positions on this topic?

B. Would you predict that some people in your community would have differing views on this topic?

C. Do you know the topic to be controversial elsewhere?

D. Does the topic have significant implications for a person's lifestyle or personal belief system?

5. Review with participants the concepts they have explored so far. Ask: Is it ever wrong to teach about a controversial topic? *Yes, when you cannot meet the criteria listed earlier.* Ask: When is it OK to teach a lesson on a controversial topic? *When your lesson is based on concepts that students can fully grasp; your lesson emphasizes facts; you can leave students without a sense of guilt or despair; and you are able to disagree with students, while still treating them with respect.*

6. Ask: Is it ever OK to indoctrinate? *Very rarely, and only in cases where health/safety concerns are at stake.* Remind participants that in our society, we do indeed indoctrinate students on some issues—the need to obey traffic laws, the importance of crossing safely at crosswalks and of being a good citizen, for instance. These are not topics we generally want students to question. Our society may be said to indoctrinate its young people on topics such as these—and that is generally viewed as being appropriate.

7. Distribute copies of the handout. Give participants a few minutes to familiarize themselves with the flowchart format. Point out that in a flowchart, a diamond shape represents a problem or query to be resolved. A square shape represents a resolution.

8. Tell participants that you are going to read a number of examples—sentence by sentence. (See examples below.) Each sentence will tell about a lesson taught by an imaginary educator. For each sentence, the group will progress one shape—either to a new diamond or to a square on the flowchart—answering yes or no to the question that appears in that shape. As the activity progresses, participants should begin to see patterns emerge with respect to what kinds of situations constitute an education experience and what kinds of situations constitute an indoctrination experience.

Example One

A. Say: At one high school where sex education has been part of the curriculum for many years, students are taught different ways to prevent the spread of AIDS. Means other than abstinence are discussed. Ask: Is the topic controversial? *Participants may answer yes or no, depending on the values of their community.*

B. Say: In the course of the lesson, students are taught how people get AIDS and about ways to prevent the spread of the disease. Ask: Are the concepts within the cognitive grasp of all of the students? *Most educators would answer yes.*

C. Say: The educator uses a film in which a number of AIDS patients talk about their disease and how to prevent it. Ask: Is the material presented in a way that is factual and not misleading? *Most educators would answer yes.*

D. Say: The educator stresses that AIDS is not an easy disease to catch, is not caught through routine contact, and is preventable. Ask: Are students left without a sense of despair or guilt? *Most educators would answer yes.*

E. Say: During discussion, one student starts to explain that he feels kids his age don't need to worry about AIDS. The educator disagrees with him. She tells the student that he is wrong, and cites several cases of young AIDS patients. No further discussion is encouraged. Ask: Are differing viewpoints treated with respect? *No, the educator told the dissenting student he was wrong and closed discussion.*

F. Ask: Is this a health/safety issue? *Most educators would answer yes.* Point out that this leads to the following flowchart resolution: "This example *may* represent an acceptable form of student indoctrination. Ask: According to the flowchart, what made this an indoctrination experience instead of an education experience? *The fact that a differing view was not treated with respect and discussion was closed.* Ask: What made this a possible example of acceptable student indoctrination? *The fact that it involves a health/safety issue since staying healthy and safe may take precedence over the importance of maintaining an education experience.* Point out that sometimes it is difficult to avoid teaching by indoctrination as in the above example in which a misinformed student expressed an opinion that could compromise his personal safety. It is always preferable to educate, rather than indoctrinate, if possible. Ask for a show of hands as to how many participants agree with the flowchart resolution and discuss. (Most should agree. Keep in mind throughout this activity that it may be difficult for some participants to recognize indoctrination if they are in agreement with the position being advocated. If you have

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any dissenting participants, you may wish to call upon some of the participants who raised their hands to respond to any dissenters before proceeding to the next example.)

Example Two

A. Say: A fourth grade teacher has decided to teach her students a lesson about trapping. Ask: Is the topic controversial? *Most educators would answer yes.*

B. Say: The lesson focuses on the suffering caused to wild animals and pets by traps. Ask: Are the concepts within the cognitive grasp of all of the students? *Narrowly defined in this way, the concept of suffering is probably within the grasp of most students.*

C. Say: A veterinarian is invited to the class as a guest speaker. She offers statistics on the number of pets caught or killed in traps each year. No proponent of trapping is offered the chance to speak to the class. Say: Is the material presented in a way that is not misleading? *Most educators would answer no. In this case, an education experience would involve hearing about both sides of the issue since neither side is likely to be well known to students.* Point out that this leads to the following flowchart resolution: "This lesson should not be attempted under these circumstances. The situation represents an unacceptable indoctrination experience." Ask for a show of hands as to how many participants agree with the flowchart resolution and discuss. (Most should agree. If you have any dissenting participants, you may wish to call upon some of the participants who raised their hands to respond to any dissenters before proceeding to the next example.)

Example Three

A. Say: A fifth grade teacher decides to teach his students about pollution. Ask: Is the topic controversial? *Most educators would answer no.*

B. Say: He points out to students that today's compact cars usually produce less pollution than old, big cars. He explains that new cars use fuel more efficiently. Ask: Are the concepts within the cognitive grasp of all of the students? *Most educators would answer yes.*

C. Say: He provides facts that show that today's smaller, energy-efficient cars pollute less than big cars built ten or more years ago. Ask: Is the material presented in a way that is not misleading? *Most educators would answer yes.*

D. Say: The teacher says that anyone who drives a large, old, gas-guzzling car is destroying the environment. Several students in the class come from families that drive large old cars because they cannot afford a newer, energy-efficient model. Ask: Are students left without a sense of despair or guilt? *No, the students whose families drive large cars may well feel guilty and embarrassed. A teacher should take care not to make negative value judgments that reflect on the lifestyle of particular children, leaving them with a feeling of despair.* Point out that this leads to the following flowchart resolution: "This lesson should not be attempted under these circumstances. The situation represents an unacceptable indoctrination experience." Ask for a show of hands as to how many participants agree with the flowchart resolution and discuss.

Example Four

A. Say: A teacher of second grade students decides to teach a lesson about the use of animals in laboratories. Ask: Is the topic controversial? *Most educators would answer yes.*

B. Say: The teacher presents arguments from experts on both sides of the issue. She presents the findings of doctors who say that some diseases could not have been cured without the use of animals. She shows photographs of animals undergoing painful experiments. Ask: Are the concepts within the cognitive grasp of all of the students? *No, this controversial and complex topic is not appropriate for young children. Second graders do not have the cognitive ability to weigh objectively the pros and cons of this complicated topic. Also, it is a topic that cannot be simplified for students without a significant distortion of the facts. Finally, the photographs used in the lesson are likely to have a strong emotional impact which can be upsetting to students.* Ask for a show of hands as to how many participants agree with the flowchart resolution and discuss.

Example Five

A. Say: A teacher of sixth graders decides to teach a lesson about the importance of spaying and neutering pets. Ask: Is the topic controversial? *Participants may answer yes or no, depending on the values of their community.*

B. Say: The teacher uses a math activity appropriate for sixth grade to show how quickly the numbers of cumulative offspring of one unspayed female dog can grow. Ask: Are the concepts within the cognitive grasp of all of the students? *Most educators would answer yes.*

C. Say: The teacher explains that there are too many pets and too few homes. She says there is a solution to this problem, however—people can spay and neuter their pets. Ask: Is the material presented in a way that is not misleading? *Most educators would answer yes. Although the teacher's focus is upbeat, it is not misleading.*

D. Say: The teacher says (in a non-accusatory tone) that if more people would spay and neuter their pets, it would help solve the pet overpopulation problem. Ask: Are students left without a sense of despair or guilt? *Most educators would answer yes. Students whose families do not spay or neuter their pets are not singled out for embarrassment.*

E. Say: One student says that he thinks it is OK to let your pet have babies because it is fun to see puppies and

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kittens being born. The teacher answers, "It certainly *is* interesting and I used to think it was OK too. But now that I have learned there are not enough homes for all of the puppies and kittens that are born, I feel differently about it. I want all of the puppies and kittens that are born to have good homes to go to. That's why I think pet owners should spay and neuter." Ask: Are students treated with respect, regardless of their views? *Yes, by agreeing with the part of the student's statement she could agree with, and saying she used to think it was OK, the teacher showed respect for the student. She then went on to explain what was wrong about his statement.* Point out that this leads to the following flowchart resolution: This example may represent an acceptable education experience. Ask for a show of hands as to how many participants agree with the flowchart resolution and discuss.

Activity: Teacher's Pet

Demonstration time: 20 minutes

Preparation: none

Student learner outcome: Activity is for workshop participants only.

1. Ask: Does humane education mean bringing animals into the classroom? *No, not necessarily. There are plenty of other ways to teach about animals. Bringing pets into the classroom can cause stress to the animals, promote less-than-responsible attitudes on the part of students, and even cause harm to students in some cases.*

2. Read the following examples below one at a time. Have participants vote thumbs up (acceptable) or thumbs down (not acceptable) for each.

3. Remind participants that NAHEE has plenty of great ways to teach about animals without making the animals "attend class." An empty cage, for instance, is a good discussion stimulator. Ask: Why is the cage empty? *Because the wild animal that students are studying belongs in its natural habitat, not in the classroom.*

4. Have participants work in their groups. Have each group brainstorm a list of questions to be considered by an educator who is thinking about getting a classroom pet. Tell groups to number their questions. Allow them five minutes to complete their lists.

5. Which group came up with the most questions? Have that group read its questions aloud. Can other participants think of any that were left out? Compare the group list to the following:

Are you willing to be the main caretaker for this animal? Why do you want a classroom pet? How much time are you willing to spend with the animal each day? How much money is available to spend on an animal? Do you know how to take proper care of the animal? What are the rules concerning evacuation of pets during fire drills? If the animal should get sick, are you willing to provide for its care and deal with students' grief if it dies? Are any children in the class allergic to certain animals? Could the animal harm students if mishandled? Are you willing to take the animal home on weekends and during vacations? Are you prepared to care for the animal for its entire life, not just the school year?

Examples

A. Ernie teaches sixth grade. He has a friend who wants him to keep a "pet" raccoon in his classroom that cannot be released back into the wild. The raccoon has bitten Ernie's friend several times because—like most wild animals—it is still afraid of people. Ernie wants to keep the raccoon for the educational experience it would provide his students. *NAHEE would answer "not acceptable." Keeping a wild animal as a classroom pet is illegal in many cases and may encourage students to make "pets" of other wild animals. (However, teachers should stress the need for humane disposition of any animal that is already dependent on humans.)*

B. Frances is the school librarian. Each day, she brings her cat Fluffy to the library. Fluffy loves to be petted. She likes to sit on students' laps while they read books. She never scratches or bites. Each night, she goes home with her owner, Frances. *NAHEE would answer "acceptable" as long as allergies are not a problem.*

C. Sandra has just started volunteering as a humane educator at her daughter's elementary school. She brings their golden retriever into the classrooms. The dog is friendly and great with children. The other day, Sandra realized that the students paid so much attention to her dog, they did not hear anything she said about being a responsible pet owner. *NAHEE would answer "not acceptable" because, although the animal did not suffer stress, the children missed an important message about pet care.*

D. Wanda is the principal of an elementary school. Her local animal shelter has offered to bring animals to her school for classroom visits. They use different puppies and kittens for each visit. The animals are usually fine until the students start trying to pet them. Then the animals often get scared. Many of the animals used must be humanely euthanized soon after the classroom visits because homes cannot be found for them all. *NAHEE would answer "not acceptable." The job of the humane society is to see that the animals brought there suffer as little stress or pain as possible. These animals are already stressed by having been removed from their homes. The added stress caused unintentionally by the students is unacceptable.*

E. Ellen teaches second grade. The parent of one of her students wants to give ten fertile chicken eggs to the class and lend an incubator for hatching. When Ellen asked what would become of the chicks after they hatched, the parent suggested that they be sent home with different

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students. *NAHEE would answer "not acceptable." Furthermore, NAHEE does not advocate hatching live chicks as a means to teach biology. A teacher who is contemplating using animals in this way should be prepared to answer these questions: What will become of the chicks who hatch? If they are given to families as pets, will they be welcome and properly cared for as adult chickens? What steps can be taken if the incubator is faulty or the electricity goes off? What is the most humane way to deal with chicks who are born deformed or who become injured? If the chicks are to be given to a farm, will they live in a free-range environment, in battery cages (as is the case with most egg-laying hens), or raised in intensive confinement until slaughtered for food? If the latter is the case, under what conditions will the animals be slaughtered? How will students' questions about the disposition of the chicks be handled (with consideration for the fact that students are likely to bond with these animals)? Does the activity instill humane or utilitarian values? What is the purpose of the activity? Can the same purpose be addressed in a manner that does not use live animals?*

Break

Part 2: 90 minutes

• **Who needs humane education? We do!** The ways in which humane lessons benefit animals are easy to see. Most humane societies agree that the majority of cruelty to animals is the result of ignorance, rather than deliberate malice. When children are taught responsible behavior toward animals, the knowledge they gain can stand them in good stead for years to come. They may even "teach" other family members to be kinder to animals. That can help animals a great deal. But what about the benefits of humane education to children?

Many teachers agree that a classroom focus on kindness to animals helps reinforce students' kind attitudes and behaviors toward other children. Even more important, humane education is an important tool to educators in helping them identify children who are at risk for physical abuse. Few abused children are able to discuss their trauma in a classroom setting. Studies indicate, however, that in homes where animal abuse is taking place, whether perpetrated by parent or child, child abuse is likely to occur as well. When a teacher focuses a lesson on how pets are treated in the home, an abused child may be prompted to tell about a neglected or abused pet. Such a report on the part of a child should be taken seriously by any teacher as an indication that the child too may be a victim of abuse. A child's willingness to discuss the abuse of a family pet is an important signal that the child too may be in desperate need of help.

Activity: Breaking the Cycle of Abuse

Demonstration time: 25 minutes

Preparation: Photocopy the handout for this activity, one for each pair of participants. In addition, you will need three index cards and two copies of the brochure "Breaking the Cycle of Abuse" (available from NAHEE) for each pair of participants. You may also want to collect relevant information about violence and children from local newspapers to share.

Student learner outcome: Activity is for workshop participants only.

1. Elicit discussion: Are children today typically growing up in a more violent society? You may elect to share aloud facts and statistics from local newspapers in support of concerns about violence and youth.

2. Share the following quote aloud: "Anyone who has accustomed himself to regard the life of any living creature as worthless is in danger of arriving also at the idea of worthless human lives." —Albert Schweitzer

3. Explain that a child who abuses animals should be regarded as a child in trouble and is in need of immediate help. Humane education can help us identify such children. Humane education lessons offer a setting in which children often feel comfortable discussing how animals in their families are treated. Some children reveal acts of animal cruelty or neglect in the course of discussion about treatment of pets. Studies show that where animal abuse is taking place in the home, *whether perpetrated by parent or child*, child abuse is often taking place as well. A child who admits to animal abuse or who indicates that animal abuse is taking place in the home should be regarded as a possible victim of child abuse.

4. Elicit discussion regarding participants' experiences with students who abused animals and/or children who were abused themselves. Assist participants in understanding that, while it is often difficult to get help for a suspected child abuse victim, if the experience of seeking help for the child does nothing more than alert the child that what has been done to him or her is wrong, that can be a step forward for the child. Share this quote from Barbara W. Boat, Ph. D, professor at the Department of Psychiatry at the University of Cincinnati:

"I believe it is important to intervene on behalf of any child who is suspected of being abused. It would be difficult for me to believe otherwise. I have worked with too many adult survivors of child abuse who say they wish someone, anyone had intervened on their behalf when they were children."

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5. Distribute copies of the brochure "Breaking the Cycle of Abuse" and allow participants a few minutes to read it silently to themselves. Meanwhile, write the following key concepts on the chalk board.

Key Concepts

Concept 1. Animal abuse in the home often means that child abuse is taking place as well.

Concept 2. A child who is abusing animals has taken the first step on the path of violence toward other people—a step that should be taken seriously.

Concept 3. It is time to recognize animal abuse as a gender-related issue.

6. Direct participants' attention to the chalkboard. Point out that the first two concepts are discussed in the brochure they have just read. Discuss the third concept. Explain that when personnel at animal shelters are asked if the perpetrators of deliberate cruelty toward animals tend to be male or female, the answer is usually "male." Discuss: Is society generally more willing to condone violence on the part of males than on the part of females? What is meant by the saying "boys will be boys?"

7. Indicate that if violence on the part of males is more "acceptable" to society, so is violence directed at males. When a boy or young man is victimized, he may be shamed for not being "man enough" to defend himself. Share the following quote from Dr. Frederick Mathews of the Central Toronto Youth Services from the Spring 1994 issue of *The Journal of Emotional and Behavioral Problems* (Volume 3, Issue 1, published by the National Educational Service. Offices: JEB-P, 1610 West Third Street, Box 8, Bloomington, IN 47402.)

"We need to begin talking more seriously about violence against males, and we need to do this without diminishing or minimizing concerns about violence against women. Men have things to say about violence and victimization that are different from women's experience, things that have yet to be heard. When we talk about "domestic" or "family" violence, rarely do we give specific mention to the boys and teen males who are abused, beaten, and sexually assaulted by other family members."

8. Explain that you are going to demonstrate a teaching method designed to identify students who have grasped a concept as well as those who have not. This multi-response technique allows the teacher to identify students who need more help without embarrassing them. This particular application of this multi-response technique, however, is for adults only. Distribute three index cards to each pair of participants. Have participants mark one card with a large 1, the next card with a large 2, and the last card with a large 3. Indicate that each card corresponds to one of the key concepts on the chalk board.

9. Distribute the handouts, one to each pair of participants. Read each example aloud, have participants decide which key concept(s) is best illustrated by the example, and have them hold up the card(s) corresponding to the correct key concept(s). In each case, use the card response to identify a pair of participants with the correct response. Ask them to explain the reasoning behind their response.

Answers

A. 2—a child who gets away with killing or torturing an animal may do so again. Intervention can help prevent the development of an abusive pattern of behavior.

B. 2—More aggressive prisoners than non-aggressive prisoners repeatedly abused animals as children and grew to commit violent crimes against people.

C. 1—A high percentage of abused children came from homes in which animals had been abused.

D. 2—Harris' behavior as a child should have served as a warning signal of his developing pattern of violent behavior.

E. 2—Cole's behavior as a child should have served as a warning signal of his developing pattern of violent behavior.

F. 2 and 3—The criminals profiled abused animals as children and committed violent acts toward humans in adulthood. Virtually all serial rapists are male.

G. 3—Attention to the issues of male-perpetrated violence (including animal abuse) and society's tolerance of violence directed *against* males is long overdue.

• **What resources does NAHEE offer for teaching about humane and environmental education?** Through its publications *KIND News* and *KIND Teacher*, NAHEE provides elementary educators with fun, upbeat curriculum-blended lessons on these subjects. Use the following activities to familiarize participants with *KIND News* and *KIND Teacher*.

Activity: *KIND News* Trivia Game

Demonstration time: 10 minutes plus 15 minutes for video

Preparation: You will need copies of *KIND News Jr* and *KIND News Sr*, one of each for each participant. Use recent issues. You will want to obtain a copy of the *KIND News* video available for free loan from NAHEE to show as a follow-up to the activity. The video should only be shown after the activity has been completed. Also,

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please see "About *KIND News*" at the end of this guide, before the Handouts section. Contact NAHEE for further details.

Student learner outcome: Activity is for workshop participants only.

1. Ask: Who has seen the television show "Jeopardy"? Explain that participants are going to play a similar trivia game about *KIND News Jr* and *Sr*. As the leader, you will provide participants with an answer. They must respond with the correct question to go with this answer. All responses must be in the form of a question to be considered correct.

2. Divide participants into two teams. Distribute copies of *KIND News* and allow a few minutes for participants to review their issues.

3. Play the game, using the examples below. Participants may refer to their copies of *KIND News* as they play. You may, however, want to set a time limit of 10 seconds for each response. Participants on a team who wish to respond should raise their hand and you will call on them. Only one response per team per example is allowed. If a team offers an incorrect response or no response in the prescribed time, offer the same example to the other team. If no one gives the correct response, share the correct response and go on to the next example.

4. As a follow-up to the activity, show the *KIND News* video available for free loan from NAHEE.

Examples

1. The *KIND News* issue for readers in grades 3-4. (*What is KIND News Jr?*)

2. The regular *KIND News* feature written about a famous person who has helped animals and/or the environment. (*What is "KIND News Exclusive" or "KIND News Celebrity"?*)

3. The *KIND News* puzzle that lists several clues about a mystery animal. (*What is "Critter Clues"?*)

4. The regular *KIND News* department that always features three animal photographs and information to cut out. (*What is "Critter Cards"?*)

5. The veterinarian who answers questions. (*Who is Dr. KIND?*)

6. The regular *KIND News* department in which readers are asked questions about *KIND News* articles. (*What is "KIND Quiz"?*)

7. Features a picture that is always upside down. (*What is the answer to "Whose ——?" that is, "Whose Nose?" "Whose Tail?" etc.*)

8. An article that always tells about a group of students and something they have done together. (*What is "KIND Club Corner" or "KIND Club Zone"?*)

9. Acronym for National Association for Humane and Environmental Education. (*What is NAHEE?*)

10. The *KIND News* issue that is written at the most challenging reading level. (*What is KIND News Sr?*)

11. Every issue of *KIND News* contains at least one message against the nonprescription use of these. (*What are drugs?*)

12. Every issue of *KIND News* contains at least one message about being kind to these two-legged animals. (*What are people?*)

13. *KIND News*, with its high interest stories and low vocabulary helps students realize this task can be fun. (*What is reading?*)

14. A *KIND News* regular feature that provides students with a project to help animals or the earth. (*What is the "KIND Club Project"?*)

Activity: *KIND* Teacher Scavenger Hunt

Demonstration time: 10 minutes

Preparation: Photocopy the handout for this activity, one for each group. You will need one issue of *KIND Teacher* for each group.

Student learner outcome: Activity is for workshop participants only.

1. Ask: Who has ever participated in a scavenger hunt? Explain that participants are going to take part in a scavenger hunt, but the items to be "found" are in *KIND Teacher*.

2. Have participants work in their groups. Distribute one copy of *KIND Teacher* and one handout to each group. The group that finds all of the items on the list first, or that finds the most items in the alloted time, wins. Reward members of the winning group with a small prize.

Activity: Recycling *KIND News*

Demonstration time: 10 minutes

Preparation: At least several days before your presentation, tear up 1 or 2 sheets of newspaper and soak it in 2-3 cups of water for 48 hours. Add food coloring. Beat the mixture in a blender until mushy. Be sure there is plenty of water in the mixture or you can harm your blender. Set aside a small amount of the mush to make one sample piece of paper ahead of time. Allow this piece about 1 day

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to dry. You will also need a large empty coffee can, a dish pan, two 10" x 10" squares of screen (window mesh #8), a sponge, felt tip markers, and a plate. A heart-shaped cookie cutter is optional. Have all your demonstration materials, including the mush and the finished paper sample, set up at a table.

Student learner outcome: Students will enjoy learning the craft of making their own paper as an art lesson. The lesson also provides a reminder about the need for recycling as well as humane attitudes towards animals.

1. Ask: Is recycling important? You bet! We are already running out of room for landfills in some parts of the country. As the human population grows, there are going to be even more pressures on us to use land wisely. According to one estimate, 80% of our waste can be recycled. Ask participants to guess what percent actually is recycled. *Only about 26% according to Earth Care Inc.* Ask: How many feet of stacked ready-to-recycle newspapers does it take to save one tree? *Only about three feet according to the Connecticut Fund for the Environment.* Ask if anyone can identify the 3 R's. *Answer: Reduce, Reuse, Recycle.* Have participants name ways to reduce the amount of garbage in their homes. *Answer: buy products with less wrapping, buy items that last rather than disposables, use a lunch box instead of throw-away bags, use a canvas bag when shopping, and so on.*

2. Have participants name ways to reuse products. *Answer: Use both sides of a piece of paper, fix broken items instead of buying new ones, give old clothes to charitable organizations instead of throwing them away, use comics for gift-wrapping paper.*

3. Have participants name materials that can be recycled in most communities. *Answer: aluminum cans, newspapers, glass jars and bottles, corrugated cardboard, items made from some kinds of plastic.*

4. Explain that the following activity offers a way to use any recyclable paper and provides an important lesson for students at the same time. Of course, we hope you will pass around your extra issues of *KIND News* for other teachers and students, but if you find you have old issues to be discarded, this activity offers a way to use them.

5. Have all your materials laid out on top of newspaper that has been spread out on a waterproof table-top. Have the empty coffee can in the dish pan, open end up. Put one piece of screen over the open end.

6. Pour the colored newspaper mush which you have prepared ahead of time onto the screen over the coffee can opening so the excess water from the mush drips through the screen into the can. Spread out the mush with your fingers. It should be as thin as possible without tearing.

7. You now have a wet piece of paper on the screen. Cover with the second piece of screen and sponge up the excess water. Put your new piece of paper on the plate to dry. If you choose, you can cut it with the heart-shaped cookie cutter while it is still wet.

8. The paper takes about 1 day to dry. When it is dry, it can be decorated with a felt tip marker and an appropriate message like: "Animals—It's Their World Too," or "Make Every Day Earth Day."

• **Being a responsible pet owner means more than providing food, water, and shelter.** Being responsible also means seeing that a pet is licensed and receives proper veterinary care. It means making a commitment to provide quality care for a pet for its entire life. Dogs need a fenced-in yard to exercise in. They need to be leashed when off their owner's property. Cats should be kept indoors, where they are safe. Basic care includes spaying or neutering, plenty of attention, and proper training. The following activities help reinforce these caring concepts.

Activity: A Mixed-Up Story

Demonstration time: 10 minutes

Preparation: Photocopy the handout. You will need one copy for each group to use, plus one copy for each participant to take home. For the group handouts, cut apart the words that appear at the bottom of each. Each handout that is cut up will give you one set of words. As each set of words is cut apart into strips, put them in an envelope. You should finish with one envelope of strips and one story per group.

Student learner outcome: Students will demonstrate their understanding of pet needs, while practicing the use of context clues.

1. Have participants work in their groups. Distribute one worksheet and one envelope containing a set of words to each group. Tell participants they are to turn over all the slips of paper so the words do not show. Then they are to select one person in the group to read the story aloud. Each time the reader comes to a blank, he or she should turn over one slip of paper and read what it says. Explain that this will make for a fun nonsense story.

2. Have the groups arrange the words in the correct order to tell the story properly.

Answers: *1. world; 2. leash; 3. cookie; 4. dog biscuit; 5. car; 6. house; 7. dog food; 8. water; 9. dog; 10. cat; 11. mother; 12. friend.*

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Activity: Our Neighbors' Pets

Demonstration time: 10 minutes

Preparation: Photocopy the handouts, one of each for each group, plus one of each for each participant to take home. Tape the two handouts together along the dotted line to make a mini poster. You will need one mini poster for each group. Each group will need a red marker or crayon and a blue one.

Student learner outcome: Students will understand that failing to provide proper care for an animal results in problems not only for the pet but for other people as well. This lesson can easily be expanded to an art or writing lesson.

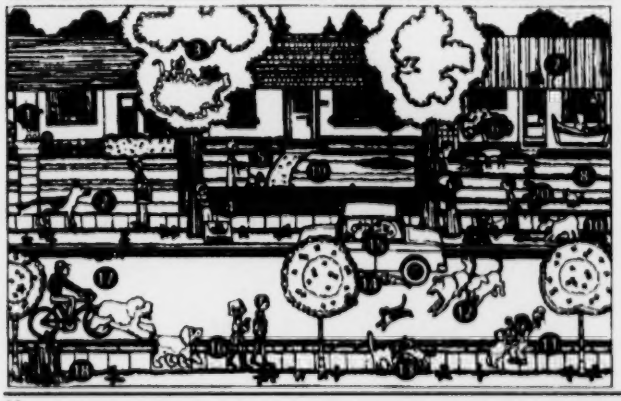
1. Ask: How might free roaming pets cause problems in a neighborhood? endanger themselves? cause problems for their owners? for other people? Ask: Who is at fault? The pet or the owner who let the pet roam?

2. Ask: Who has ever done a "What's Wrong with this Picture" puzzle? Explain that participants are going to complete such a puzzle—except this puzzle has items in it that are "right" as well as "wrong." Have participants work in their groups. Distribute one copy of the mini poster to each group. Have participants see how many examples of responsible and irresponsible pet ownership they can find. The examples of responsible pet ownership should be circled in blue. The examples of irresponsible pet ownership should be circled in red. See which group can come up with the most answers.

3. Share answers. See the answer key below.

4. Distribute copies of the handouts for participants to take home. Indicate that when conducting this activity with less experienced students, teachers can provide a fresh copy of the mini poster to each child for coloring. With more experienced students, teachers can have children select one example of pet owner responsibility or irresponsibility from the mini poster and write a short story about what happened to the pet from the animal's point of view.

Answer Key



Examples of Irresponsible Ownership

1. The door has been carelessly left open. This dog could become injured or lost.

2. This dog is roaming freely. Free-roaming dogs may frighten pedestrians and risk injury.

3. The cat is roaming freely. Free-roaming cats kill many wild songbirds and risk injury.

4. A litter of unwanted kittens. Spaying or neutering would have prevented the problem.

6. The stray dog is suffering from hunger and risks injury.

7. The free-roaming cat is stranded on the roof.

8. The free-roaming cat is making a mess.

10. The free-roaming dog is causing damage to someone's property.

11. This free-roaming dog does not mean to hurt anyone, but the child is scared.

12. This free-roaming cat risks injury from the free-roaming dogs in the neighborhood.

13. This free-roaming cat risks injury from another free-roaming cat.

14. This free-roaming cat may be hurt when the car starts up.

15. The dog in this car is hot and may not survive if help does not arrive soon.

16. This free-roaming dog is not welcomed by the two girls.

17. This dog needs a leash, collar and tags.

18. These free-roaming cats are making a mess.

Examples of Responsible Ownership

5. This owner has her cat on a harness.

9. This boy is posting signs in an effort to find his lost pet. (Responsible owners usually do not lose pets. If an accident does occur, however, this is one appropriate response.)

19. This dog is enjoying the safety of a fenced-in yard.

20. This boy has his dog on a leash.

Optional lunch break here

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Part 3: 60 minutes

• Responsible pet owners spay and neuter their pets. Every year in the U.S. more than seven million dogs and cats must be humanely euthanized at animal shelters because they are unwanted. So many people allow their pets to breed babies they do not want to keep that there are literally millions more animals than there are homes to go around. The solution is for people to spay and neuter their pets. It is a solution young people can help with because often pets are allowed to breed so that children can witness "the miracle of birth." Teaching about the need to spay or neuter need not involve complicated descriptions or sex education. The operations involved can simply be described as "the no litters, less cancer operations," because in addition to preventing unwanted litters, they reduce a pet's risk of some kinds of cancer later in life. Teachers should also remind students that a pet needs a permanent, loving home for its entire life. Many "middle aged" pets are turned in to shelters and few are adopted. Use the following activities to show teachers that the importance of spaying and neutering pets can be taught in an upbeat way that will appeal to students.

Activity: Give Us a Hand

Demonstration time: 5 minutes

Preparation: none

Student learner outcome: Students will begin to understand that pet overpopulation is a major problem. This lesson also helps lay a foundation for later math lessons on ratios.

Activity: 1. Divide participants into two large groups. Tell one group that they are going to be counting to seven aloud with you over and over, while they clap their hands once each time they say "seven." Thus, they will be saying together with you: "1, 2, 3, 4, 5, 6, 7 (clap); 1, 2, 3, 4, 5, 6, 7 (clap)" and so on. After they have done this, stop them and explain that you want to pretend that a human is born in the United States every time they clap their hands. (About 10,000 are born in the U.S. each day, about seven a minute!)

2. Ask: Who can guess how many puppies and kittens are born for every human that is born? Point out that when doing this activity in a classroom setting, younger students may better understand the question: Who can guess how many puppies and kittens are born each time a human is born? *The answer is seven. This answer is a data-based estimate of The Humane Society of the United States.*

3. Explain that just because there are seven puppies and kittens born for every human born today, it doesn't HAVE to be this way. There could be just one or two or any number. Or there could even be more humans born than cats or dogs. But right now, because so many cats and dogs are having kittens and puppies, there are seven born for every human born.

4. Tell the other group of participants that now they are going to count to seven with the rest of the class and clap too; but each clap will stand for a cat or dog being born. They must clap on every number, because there are seven cats and dogs born for every human born. Lead the groups in clapping out the two patterns at the same time, counting to seven together over and over. Give them a chance to hear the rhythm.

5. Stop the clapping and ask: If this many cats and dogs are being born . . . (clap seven times) . . . for every human that is born . . . (clap once) . . . do you think there will be enough people to take care of all of those puppies and kittens? *No! Because there are already millions and millions of cats and dogs that need homes. And students can help by not asking their parents to let their cats or dogs have any more puppies or kittens.*

Activity: The "I Quit!" Song

Demonstration time: 10 minutes

Preparation: Photocopy the handout, one for each participant.

Student learner outcome: While engaging in some creative play, students will understand that pet overpopulation is a major problem and that the solution is for people to spay and neuter their pets.

1. Remind participants of the song "The Twelve Days of Christmas." Explain that, using this tune, they are going to sing and act out a song about how many dogs can be born to an unspayed female dog.

2. Have participants work in their groups. Distribute the handout. Assign one verse of the song, from verse two through verse seven, to each group. Each group must come up with appropriate body movements for acting out their verse of the song as they sing it. Provide the example of mimicking the carrying of a basket for the first verse, "By the time she was a year old my doggie gave to me/ A litter in a basket." Explain that with younger students, a teacher would simply lead the song and the performance of different body movements for each verse.

3. Before they sing the song, remind participants that as with "The Twelve Days of Christmas," the old verses are repeated in the "I Quit!" Song as each new verse is added. When participants get to numbers like 108, 324, and so on, the numbers must be sung fast, all on the same note. Sing along with participants as they perform. For extra fun, have them try the last verse speeded up.

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4. After the song has been performed, point out that a teacher can then have older students add up all the puppies born in the seven years, or, with younger students, simply share the information. *Counting each yearly litter as having only four dogs, the grand total is 4,372 (4 + 12+ 36 + 108 + 324 + 972 + 2,916).* Older students can also be asked to predict the total for years Eight, Nine, and Ten. *Eight: 8,748; Nine: 26,244; Ten: 78,732. Note that each year's total equals the previous year's total times three. Note: These are actually conservative estimates of cumulative offspring.*

• **Wild animals are not appropriate pets.** Native wild animals, like raccoons and skunks, do not make appropriate pets. They belong in the wild where they perform a job in their natural habitat. In many cases, it is illegal to remove them, yet these animals are sometimes "adopted" as babies by people. As the the animals grow older, their natural instincts must often be repressed by life among humans. They cannot indulge normal instincts as they would in the wild. In addition, people who keep these animals as "pets" seldom know how to provide proper food or exercise for them. The animals may end up being abandoned in the woods where, because of their previous captivity, they are unable to survive in the wild. Or, they may be turned in to shelters and euthanized. Each year, many people are injured (and, tragically, some even killed) by wild animal "pets."

Foreign wild animals at pet shops are victims of unseen suffering. For each wild bird at a pet shop, about five others died because of painful, stressful capture and transport methods. Wild animals sold through pet shops have a surprisingly short life span. People often do not know how to care for or feed them properly and are unable to meet the animals' highly specialized needs.

Activity: Let Me Stay Free!

Demonstration time: 10 minutes

Preparation: none

Student learner outcome: Students will demonstrate an understanding of why wild animals do not make appropriate pets. This is also an important lesson for student safety.

1. Have participants name some things a raccoon in the wild might do. List each action on the chalkboard. In addition to participants' responses, be sure to include *catch crayfish to eat; clean food in a stream; dig a burrow; mate; raise young; be around other raccoons; fight an enemy or rival raccoon; roam freely.*

2. Select one participant to come up to the chalk board and cross out each action that a raccoon could not do if it were caged and kept as a pet. *All actions listed above would be crossed out.*

3. Explain that in a classroom setting, the teacher could then have students draw pictures of a raccoon in a natural setting doing something it could not do if it were kept as a pet in a cage. The pictures could then be used to form a bulletin board display titled *Let Us Stay Free—Wild Animals Have Things to Do.*

• **Protecting wild animals means protecting the places where animals live—their habitats.** We can help wild animals by setting aside areas where they can live without being disturbed. Many animals are endangered because their habitats are being destroyed by humans. The rain forests offer an example of one habitat that is severely threatened.

Activity: Who Am I?

Demonstration time: 15 minutes

Preparation: Photocopy the handout, one for each participant plus one for you to use in demonstrating the activity. Cut apart the clue cards from one handout. You may want to laminate them. You will also need a picture of a koala—from a book, old calendar, or nature magazine.

Student learner outcome: In addition to gaining practice in recalling information and testing hypotheses, students will learn that animals are endangered because of habitat loss.

1. Explain that participants are going to guess the name of an endangered animal.

2. Note that some of the cards for this activity have no star, some have one star, and some have two stars on them. Distribute the clue cards with no stars, one to a participant. One at a time, ask the participants holding cards to read their card aloud. As each card is read, the group makes one guess as to the name of the animal. Wild guesses are OK! Write each guess on the chalkboard. Do not indicate if the guess is right or wrong. If several participants guess the same animal, make check marks by the animal's name to indicate this.

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When all of the cards with no stars have been read, have participants recap the clues thus far and cross off any animals that do not match up.

3. Proceed with the activity as above, moving on to clue cards with one star on them. To develop critical thinking skills, when all the cards with one star have been read, have participants recap the clues read thus far and decide which animals should be crossed off.

4. Proceed with the activity as above, moving on to clue cards with two stars on them.

5. Have the group try to reach consensus. Did the group guess the koala? Show the picture of the koala. Then, share this information: Koalas live in Australia. As adults, they eat only eucalyptus leaves. (Young koalas drink their mother's milk.) There are 600 kinds of eucalyptus trees, but koalas can eat only the leaves of thirty-five to fifty of them. Long ago, the aborigines believed that the koala did not drink and the name "koala" means "drinks no water" in their language. Actually koalas do sometimes drink, although the oily eucalyptus leaves provide most of the water they need.

6. Explain that there were once millions of koalas. Not long ago, many koalas were shot for their soft fur. So many were shot that the koala was in danger of dying out. Today there are laws to protect koalas from being hunted. Even so, many eucalyptus forests have been cut down and koalas must often struggle to survive in the wild. Although some eucalyptus forests are now set aside as sanctuaries for koalas and other animals, habitat loss is still a problem for koalas.

7. As follow-up, you may want to share information about koalas and other Australian animals. One good resource is the picture book *Wallaby Creek* by Joyce Powzyck (New York: Lothrop, Lee & Shepard Books, 1985.)

Activity: An Extinct-proof Animal

Demonstration time: 20 minutes

Preparation: Participants will need colored markers or other drawing supplies. You will also need one large sheet of chart paper for each group.

Student learner outcome: Through this art activity, students will understand that wild animals cannot fit into just any habitat.

1. Have participants work in their groups. Explain that each group is to design on paper an imaginary animal that cannot become extinct. Stress the importance of creativity and imagination. Extinct-proof animals need not be (indeed, cannot be) realistic.

2. Explain that in the classroom, the teacher would want to help students understand that there is a relationship between the way an animal looks and how it is adapted for life in its particular habitat. A teacher might ask, for instance: What body parts suggest that an animal can fly? that an animal lives in or near water? runs on land? breathes air?

3. Have groups complete their drawings. Have one member from each group come to the front of the room with the group's drawing and explain the characteristics of his or her group's extinct-proof animal. Can members of other groups find ways in which the animal being focused on could be vulnerable? Ask: are any real animals "extinct-proof?"

Break

Part 4: 60 minutes

Activity: Wild Animal Startling Statistics

Demonstration time: 20 minutes

Preparation: Photocopy the handout, one for each participant plus one or two for you to use in demonstrating the activity (depending on the number of participants). Cut apart one set of cards. You will need a straight pin and a photocopied, cut apart card from the handout for each participant. Be sure to pass out at least one of each kind of card.

Student learner outcome: Students will gain practice in estimating and in calculating mean, median, and range. With less experienced students, the focus can simply be on estimating and subtraction.

1. Ask: How can we help build appreciation for wild animals? One way is to encourage students to learn more about wild animals and appreciate some of their amazing abilities. Indicate that appreciation activities are best when coupled with a humane focus—for instance, understanding some of the problems wild animals encounter and/or learning about appropriate behavior around wild animals.

2. Distribute pins and cards. Each participant is to have a card pinned to his or her back. Participants are not to know what question card is pinned on their backs. Moving around the room, each participant then asks five other participants to read the question on his/her back silently and give an answer aloud. The participant with the question on his/her back records the answers given for a total of five answers.

3. Back at their seats, have participants remove the cards from their backs, read their questions, and compare the answers received.

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4. Review the following with participants:

range—the difference between the highest and lowest answers

mean—the average of the answers

median—the figure halfway between the highest and lowest answers

5. Ask participants to find the range, mean and median for the answers they received. Review with participants how to go about doing this:

range—Subtract the lowest answer received from the highest answer received.

mean—Add all five answers received and divide by five.

median—Divide the range by two. Add this number to the lowest answer received to find the number halfway between the lowest and highest answers received.

6. For each card, call on one participant to share the range, median, and mean of the answers he or she received. Then share the correct answer—a startling statistic. (See below.)

7. Explain that in the classroom, less experienced students might be asked to share the highest and lowest answers they received and to calculate the difference between the two.

8. Elicit suggestions on how a teacher might add a humane emphasis to some of the different cards. *A humane focus might include discussion about leaving wild animals alone, not making pets of wild animals, and safely transferring small animals or insects trapped indoors to the out-of-doors.*

Answers

1. 600. Vibrations from an animal in the water as far away as 600 feet are picked up by nerve endings that extend along a shark's body from snout to tail. Source: *Dangerous Sea Creatures/ The Wild, Wild World of Animals* (New York: Time-Life Films: 1976).

2. 15,000. The file-like radula or tongue of a garden snail may have up to 15,000 horny teeth arranged in rows. Source: *The Marshall Cavendish International Wildlife Encyclopedia* (North Bellmore, NY: Marshall Cavendish Corporation, 1994) Volume 9, page 999.

3. 30,000. There are more than 30,000 known kinds of spiders, but scientists estimate there may be as many as 50,000 to 100,000, including all those that have not yet been discovered and/or recorded. Source: *World Book Encyclopedia* (Chicago: World Book, 1995), Volume 18, page 783. Note: of the 30,000 known kinds of spiders, only a dozen or so are dangerous to people. Source: *The Unhuggables* (Washington, DC: National Wildlife Federation, 1988) page 30.

4. 10,000. Belugas may be seen in large schools of as many as 1,000 individuals. Source: *Sierra Club Handbook of Whales and Dolphins* by Stephen Leatherwood and Randall R. Reeves (San Francisco: Sierra Club Books, 1983) page 102.

5. 800. Wolves live in groups called packs. A pack lives within a specific area called a territory. The size of the territory depends largely on the availability of prey. If prey is scarce, the territory may cover as much as 800 square miles. Source: *World Book Encyclopedia* (Chicago: World Book, 1995), Volume 21, page 377.

6. 3,000. Some insect-eating bats can catch as many as 3,000 insects in a single night. Source: *Bats*, Zoobooks Series, Volume 7, No. 3 (San Diego, CA: Wildlife Education Limited, 1989) page 13.

7. 100. Normally, scallops lie on the seabed with their valves slightly open, revealing more than 100 blue eyes around the edge of the mantle. Source: *The Kingfisher Illustrated Encyclopedia of Animals* (New York: Kingfisher Books, 1984) page 282.

8. 80. This tiny bird can flap its wings 80 times a second. Source: *Amazing Birds* by Alexandra Parsons, Eyewitness Juniors Series (London: Dorling Kindersley, 1990) page 26.

9. 300,000. Although a blue whale can attain a length of more than 100 feet and a weight of 130-150 tons, most of the largest were killed prior to the beginning of international protection in 1966. Source: *The Great Whale Book* by John Kelly, Scott Mercer, and Steve Wolf (Washington, DC: Center for Environmental Education, 1981) page 83.

10. 120. Male tuataras reach sexual maturity at about twenty years of age and can possibly live to more than 120 years old. Source: *Reptile* by Colin McCarthy, Eyewitness Series (London: Dorling Kindersley, 1991) page 37.

11. 60. Cheetahs are the world's fastest animals on land. They can run up to 60 mph over short distances. Source: *1,000 Facts about Wild Animals* by Moira Butterfield (New York: Times Four Publishing [Grisewood & Dempsey, Inc.], 1992) page 7.

12. 1,300. Green turtles which feed off the coast of Brazil travel some 1,300 miles to the island of Ascension in the middle of the Indian Ocean. Source: *Remarkable Animals* (Middlesex, England: Guinness Superlatives Ltd., 1987) page 167.

• **Rain forests are an example of a unique and highly threatened ecosystem.** Rain forests are important for these

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reasons: they are home to billions of animals and plants, many of which do not live anyplace else on Earth; they serve as a winter haven for many migrating songbirds familiar to U.S. citizens; the millions of trees in the rain forests help keep the air of our planet fresh; their loss may lead to disastrous changes in the world's climate and weather.

Activity: Rain Forest Gift or Gaffe?

Demonstration time: 15 minutes

Preparation: Collect examples of some of the following items. (Note: For demonstration purposes, choose just five or six of the items suggested here, a mix of "gifts" and "gaffes.") Items: black pepper, cashew nuts, a chocolate bar, disposable chopsticks, coffee beans, a small piece of fake "fur," an advertisement for inexpensive wood furniture, an advertisement for a fast food hamburger, a sheet of paper, a pineapple or an empty pineapple can, a prescription drug bottle filled with candy or dried beans, a balloon, a toy parrot.

Student learner outcome: Students will understand rain forests need protection.

1. Explain that tropical rain forests are disappearing. One way to demonstrate this for students is to have them locate the state of Delaware on a United States map. Explain that, according to one estimate, the amount of tropical rain forest land that is destroyed each week around the world is approximately equal to the size of Delaware.

2. Ask, "What is a gift?" (a present) Then ask, "What is a gaffe?" (a mistake or blunder) Point out that we use items from rain forest plants almost every day. Explain that most of these are now also grown in places other than tropical rain forests. But they were first discovered in the rain forests. They are *gifts* from the rain forest. Other items we buy can only be produced by cutting down or destroying the rain forests. These are the *gaffes*. They represent the serious mistake of rain forest destruction.

3. Explain that you going to pass out some objects. Each represents an item from the rain forest. Indicate that each person holding an object will be asked to identify it for the rest of the group. Then you will read aloud some information about the item. Afterwards, participants will vote on whether the item is a *gift* (does not harm the rain forest) or a *gaffe* (harms the rain forest.) For instance, vanilla was once found only in the rain forest. Now we can grow it in other places. Does using vanilla harm rain forests? *no* Is vanilla a gift from rain forest or a gaffe? *It is a gift—because using it does not harm the rain forest.*

4. Distribute the items previously collected. One at a time, call on participants holding items to identify their item. As each item is identified, read the following information about it. Then have participants vote on whether the item represents a *gift* (does not harm the rain forest) or a *gaffe* (harms the rain forest.)

black pepper: The vine from which we get pepper was first discovered in the rain forest. Today it is grown in other places as well. *gift*

cashew nuts: Harvesting rain forest nuts gives people a way to make money from rain forests. They can collect the nuts without cutting down the trees. *gift*

chocolate bar: The cacao plant was first found in the rain forest. Today its seed is harvested elsewhere to make chocolate. *gift*

chopsticks (disposable): Trees are cut down to make items to be used and thrown away. For instance, forty million pairs of disposable chopsticks are discarded in Japan each month. *gaffe*

coffee beans: Coffee was first discovered in the tropical rain forest. Today it is grown in other places as well. *gift*

fake "fur": Endangered wild cats of the rain forest are captured illegally to make fur coats. Taking animals from the wild not only harms the animals themselves, it destroys the delicate rain forest ecosystem. All wild animals have a job to do in nature. *gaffe*

fast food hamburger: Rain forests are cut down to make room for cattle pasture. The United States remains a large consumer. South and Central American beef is used in many products from everything to fast food burgers to dog food. *gaffe*

furniture advertisement: Rain forest trees are cut down to make cheap furniture and wood products. *gaffe*

sheet of paper: Tropical rain forest trees are cut down and made into wood chips to be exported and made into paper. Young trees are seldom planted in place of the ones that are cut down. *gaffe*

pineapple: The pineapple first grew only in the rain forest. Today it is cultivated elsewhere. *gift*

prescription drug: One quarter of our prescription drugs are derived from rain forest plants. Many of these plants are now grown elsewhere. *gift*

rubber balloon: Tapping rubber trees gives people a way to make money from tropical rain forests without cutting down the trees. *gift*

parrot toy: Wild birds and other rain forest animals are captured to be sold as "pets." They are shipped under stressful and unhealthy conditions and often die en route or end up with owners who cannot meet their needs. Many wild birds found in pet stores were captured in the wild. Taking animals from the wild not only harms the animals themselves, it destroys the delicate rain forest ecosystem. *gaffe*

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• **The things we do to protect the environment help both animals and people.** Recycling, picking up litter—especially in areas where wild animals make their homes—and not contributing to pollution are all ways of protecting the earth and its creatures.

Activity: Environment Spelling Game

Demonstration time: 10 minutes

Preparation: Prepare two sets of eight cards with the following letters on each side: R/T, O/A, U/B, N/L, D/E, I/S, H/C, M/P. Cards should be large—8½" x 11" is a good size. Use a large felt-tip marker and make the letters big. Each of the two sets should be done in a different color.

Student learner outcome: Students will get practice spelling words while learning about protection issues.

1. Choose two teams of eight participants each to come to the front of the room. These two teams will be competing. Distribute one set of cards to each team, with each member taking a card.

2. Explain that you will be reading aloud a sentence about protecting the environment, and then repeating one word from the sentence. Members of each team are then to arrange themselves in the correct order to spell the designated word. There is to be no trading of cards—bodies must move! Anyone holding a letter that is not needed must step back and words must be spelled from left to right. Remaining participants not on the teams are judges. They decide which team spelled each word correctly first and keep track of points. Have the first group of participants spell three or four words. Then ask each person to give his or her letter card to a seated participant. Let this group have the opportunity to spell some words too before concluding the activity and the workshop.

The Sentences

1. You can write **notes** to your friends on recycled paper.

2. When air pollution mixes with water in the air, it makes **acid** rain.

3. Habitats are animal **homes**.

4. Litter **harms** animals as well as people.

5. The **notice** read "Recycle Glass Here."

6. When we pollute our oceans, many **marine** animals die.

7. All living things **share** the Earth.

8. Wild animals have a job to do in nature and **should** not be kept as pets.

9. Put your tin cans in the **round** bin.

10. We can work as a **team** to protect the Earth.

11. According to one estimate, 250 million **acres** of rain forest are cut down each year.

12. The ozone layer is the **thin** outer layer of atmosphere that protects the earth from harmful rays of the sun.

13. Acid **rain** is dangerous because it kills trees.

14. Many medicines used to **heal** people are made from rain forest plants.

15. Do not **cause** pollution if you can help it.

16. Always put litter in its proper **place**.

17. Do not **tame** wild animals or make pets of them.

18. Never **pour** harmful chemicals down the drain.

19. The average **person** in the U.S. uses 580 pounds of paper each year.

20. We can **help** wild animals by setting aside land where they can live.

Activity: Evaluation

Demonstration time: 15 minutes

Preparation: Photocopy the handout for this activity, one for each participant. If you are handing out copies of the *KIND Workshop Leader's Guide*, you will want to have them on hand at this time as well.

Student learner outcome: Activity is for workshop participants only.

1. Thank participants for attending the workshop. Be sure you have any information needed to provide them with transcripts or other materials. Ask them to complete the evaluation form for the workshop. You may want to distribute copies of the workshop guide at this time.

2. After reveiwing them, we ask that you remove the bottom portions of the evaluations and send them to NAHEE, Inservice Evaluations, P.O. Box 362, East Haddam, CT 06423-0362. By doing so, you can help NAHEE improve its programming and gain wider support and appreciation for humane and environmental education nationwide.

Program Conclusion

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Customizing Your Workshop

The KIND Workshop is designed with the following format in mind.

9:00 am -10:30 am: Part 1
10:30 am - 10:45 am: Break
10:45 am - 12:15 pm: Part 2
12:15 pm - 1:15 pm: Lunch
1:15 pm - 2:15 pm: Part 3
2:15 pm - 2:30 pm: Break
2:30 pm - 3:30 pm: Part 4

This format allows for a workshop of five contact hours with breaks and lunch. You may elect to shorten lunch and let the workshop end earlier. Note that time estimates included in the directions for the activities are approximate. An activity may take a longer or shorter period of time, depending on the interest level of your participants, the level of controversy associated with the issue, and the amount of discussion generated. Keep track of how much time you are spending on each activity as you go along. If it appears that you are going through the activities too quickly, slow down and encourage participants to discuss the issues more fully. If it appears that you are going to need more time, select ahead those activities that best lend themselves to being described rather than demonstrated. Then, explain these activities briefly to participants. Keep in mind, however, that the demonstration approach, rather than a lecture format, is what keeps the KIND Workshop lively and interesting. Participants should be reminded that the amount of time required to demonstrate an activity to adults in a workshop setting is usually less than what is needed to complete the same activity or a similar one with students.

To Design a Shorter Workshop

You may want to present a shorter workshop for teachers, perhaps an after-school presentation. In that case, you will need to conduct a workshop that includes fewer activities and carefully select the activities you want to present. Keep in mind that a humane education workshop should emphasize some basic ideas. Themes that should be included are:

What is humane education?
Why is humane education important?
The importance of educating, rather than indoctrinating students.
Pet owners have a responsibility to spay and neuter their dogs and cats.
Wild animals are not appropriate as pets.
Humane education resources are available (such as *KIND News* and *KIND Teacher*.)

Possible one-hour workshop format

Getting to Know You
Quote Me!
Give Us a Hand
Let Me Stay Free!
KIND News Trivia and Video
Evaluation

Possible two-hour workshop format

Getting to Know You
Quote Me!
Topical Forest
Education vs. Indoctrination (a shortened 15-20 minute version)
KIND News Trivia and Video
Give Us a Hand
Let Me Stay Free!
Down in the Dumps
Environmental Spelling Game
Evaluation

(Note: A short break should be allowed when you are about halfway through the workshop.)

Possible three-hour workshop format

Getting to Know You
Quote Me!
Topical Forest
Education vs. Indoctrination (a shortened 15-20 minute version)
Breaking the Cycle of Abuse
KIND News Trivia and Video
Give Us a Hand
I Quit!
Let Me Stay Free!
Rain Forest Gift or Gaffe
Down in the Dumps
Environmental Spelling Game
Evaluation

(Note: A short break should be allowed when you are about halfway through the workshop.)

Of course, additional workshop lengths and activity combinations are possible, based on your audience and school needs.

To Design a Longer Workshop

Generally, workshops may be lengthened by adding activities, supplementing one or more activities with a video or film presentation, or having participants design an activity of their own along the lines of one that has been demonstrated. For instance, you might have participants design their own mini Startling Statistics or Spelling Game activity on a humane or environmental theme of

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their choice.

Videos suitable for adult workshop participants are available from The HSUS. For details, see The HSUS Publications List available from The Humane Society of the United States, 2100 L Street, NW, Washington, DC 20037. An excellent catalog of humane education films and videos is available from Focus on Animals, Box 150, Trumbull, CT 06611. The $3 price of the catalog is refunded with any rental or purchase.

Finally, you may want to lengthen a workshop by adding activities from the *Sharing the Earth Inservice Guide*. Contact NAHEE for more information about Sharing the Earth.

Steps in Presenting a Workshop

Many teachers are experienced in giving presentations. The following suggestions are offered as brief reminders of the planning stages involved in offering a workshop for colleagues.

Initial Contact

Several months in advance, get permission to present your workshop. This may mean simply asking your principal or it may entail getting permission from your district head. Written permission may be required. You might want to make your initial contact with a letter similar to the following:

Dear ——:

I would like to request permission to offer an after-school humane education workshop to the teachers of [name of school] who might be interested.

As animal suffering and child abuse continue to escalate in our community, humane education materials offer an effective means for encouraging students to develop attitudes of kindness and respect toward people and animals. I would like to take this opportunity to share resources with my colleagues on teaching about kindness and responsibility toward people, animals, and the environment.

Thank you for consideration of my request. If you have any questions, I would be happy to discuss my workshop further with you. I can be reached at [times.] I will look forward to your reply.

Publicity is the Key

Once permission has been obtained, choose a date that will be good for you as well as your colleagues—preferably after school one day when there is not already a staff meeting, big sports event, or other program scheduled. Also—not at the very end or very beginning of the school year. Arrange for a workshop site, preferably a room in the school.

Make a flyer to put in teachers' boxes telling about the workshop. In addition to date and time, the flyer should state that (1) the workshop is for teachers in grades three through six (or whatever grade level designation is appropriate), (2) you will provide curriculum-blended activities ready for use *the very next day* in the classroom, (3) activities not only teach about animals and the environment, but also about curriculum subjects, and (4) the topic of animals is a real attention-grabber for students.

Have a sign-up system for attendees and, if you do not already know what grade each is teaching, ask. If you are not at the school at which you will be giving the workshop, have one interested teacher there agree to record names of those who plan to attend and the grade they teach. Keep in mind that you will need to design your workshop for the grade levels represented.

Plan far enough ahead to present information about the workshop to your local PTA to gain community support. Ask to have a notice about your workshop printed in your local PTA newsletter or flyer. Ask to have it appear in the newsletter of your local shelter or humane society.

Perfect Planning

A few days before the workshop, review how many participants are expected. Make up at least that many (and a few extra) packets of educational materials—one for each teacher. In each participant's packet include an unmarked copy of each handout and samples of *KIND News*.

If you are presenting a customized version of the workshop, plan which activities to use. Use the time indications for each lesson as a rough guide. The actual time of each lesson will vary depending on the presenter and participants. Time yourself doing the actual workshop at least once so that you will not go overtime.

Giving the Workshop

The day of the workshop, have name tags available for participants. If you are a little diffident about putting on a workshop, remember that the activities you will be presenting are not only meaningful—they're fun! Have the participants go through the activities taking the role of the students. Let yourself enjoy their enthusiasm and you will begin to feel your own "jitters" disappearing. After the workshop, be sure to send a letter of thanks to the school principal or district head who granted permission for the workshop to take place. You may want to ask one or two teachers who especially enjoyed the workshop to send a note of appreciation as well.

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About *KIND News*

KIND News is a four-page tabloid-sized newspaper for students whose articles, stories and puzzles emphasize kindness to people, animals, and the Earth. *KIND News* is available at three elementary grade reading levels. *KIND News Primary* is published for grades K-2, *KIND News Jr* for grades 3 and 4, and *KIND News Sr* for grades 5 and 6. *KIND News* is published every month during the school year for a total of nine issues. Each month, a subscribing teacher receives a bundle of thirty-two copies—enough for each student in the class to have one to keep and take home, plus a teaching guide.

Subscriptions cost $20 per classroom per year, begin in September, and include a copy of *KIND Teacher*—NAHEE's annual teaching magazine full of worksheets and activities, plus a classroom poster and KIND ID cards for students. The ID cards give children a sense of belonging, and enable teachers to use *KIND News* in a club format if they so desire.

Why *KIND News*?

KIND News fosters the love of reading. A child who can read, but won't is little better off than an illiterate child. *KIND News*, with its high-interest stories about animals and its controlled vocabulary, reminds students that reading can be a joy instead of an assigned chore. This is the newspaper that kids want to read.

KIND News helps teachers establish a classroom theme of kindness. In an age in which school-based violence is on the rise, many teachers welcome the assistance *KIND News* provides in reinforcing the importance of kindness, compassion, and respect toward others.

Child abuse and animal abuse are interconnected. Recent studies have shown that animal abuse in a family is a sign that child abuse may be occurring also and that violent criminals often share a history of animal abuse. Humane education, with *KIND News* as its focal point, can help teachers identify at-risk youngsters and get help.

KIND News is an adaptable teaching tool, not another demand on school day time. It can simply be sent home for students and parents to enjoy together. It can be integrated into other subjects. It can even be used in a recess-time club format. *KIND News* is so appealing that kids make time for it themselves.

More About *KIND News Jr* and *KIND News Sr*

KIND News is an across-the-curriculum teaching aid. The articles in *KIND News* may used to supplement science lessons and writing assignments. Health, math, art, social studies, and career education are other common focuses of *KIND News*. One teacher from Michigan writes, "Todd is one of those children who would rather do anything than work. But *KIND News* has turned him on."

Each issue of *KIND News* features: a celebrity who shows concern for animals and offers a positive role model for young people, an anti-drug message, messages about self-esteem, upbeat stories about animals, and information about protecting the environment.

Children can write to *KIND News* and be published. Even if not selected for publication, every letter is acknowledged. Monthly contest entries are acknowledged too. Children matter at *KIND News*!

KIND News helps teach children to say "no" to drugs. There is at least one anti-drug message in each issue, and *KIND News* expands that message by helping children learn what to say "yes" to: kindness and concern for others.

For Our Youngest Readers

Many educators agree that humane education lessons should begin as early as possible in a child's formal education. That is why *KIND News Primary*—the *KIND News* edition designed for our youngest readers—was developed. This version of *KIND News* features large, easy-to-read print and bold illustrations. Many teachers also enjoy sharing *KIND News Primary* aloud with prereading students. As with *KIND News Jr* and *Sr*, a subscription to *KIND News Primary* includes a copy of *KIND Teacher*, classroom poster, and KIND ID cards, and costs $20 per classroom per year.

What Educators Say About *KIND News*

They love it! *KIND News* has been in schools since 1983. A survey of all *KIND News* subscribers showed that teachers are overwhelmingly supportive of the publication. In terms of the interest level of the articles, readability, difficulty of the concepts presented, and treatment of sensitive topics, virtually all of the teachers felt that *KIND News* was right on target. Typical of comments received is this quote from a Florida elementary school teacher: "We enjoyed all the stories. I can't think of anything we didn't like. Keep up the great work. We love your paper!"

Here are some additional comments:

"My kids love *KIND News*. It's appreciated and read much more than *Weekly Reader*. Don't change a thing." —third grade teacher, Illinois

"It is great to use to teach reading for the main idea, reading for facts, and finding new and useful information." —sixth grade teacher, Michigan

"It cut our playground fights in half." —principal, Louisiana.

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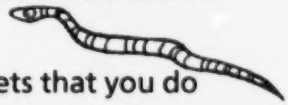
Getting to Know You

Directions: Find one person for each description below. Write that person's first name in the blank. Use each person's name only once. Fill as many blanks as you can in the time allowed.

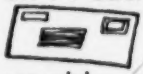
Find someone who:

1. has been on a whale watch _____
2. likes earthworms _____
3. can name three endangered animals _____
4. has a pet that came from an animal shelter _____



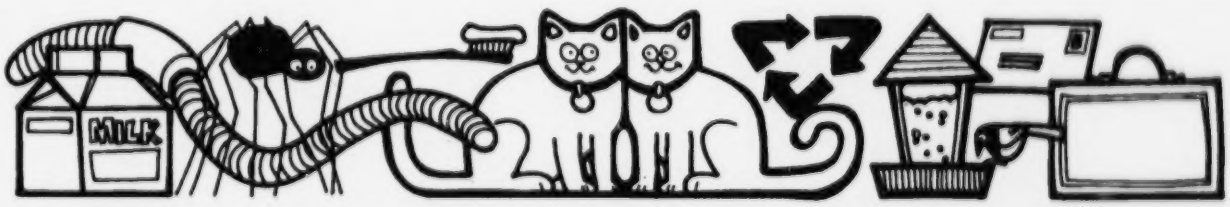
5. has touched a snake _____
6. has the same number of pets that you do _____
7. whose family has ever taken in a stray pet _____
8. does not run water while brushing his or her teeth _____
9. can name three wild birds _____

10. writes letters on recycled paper _____
11. has a bird feeder in his or her yard _____
12. can name two books about animals _____
13. is not afraid of spiders _____
14. brings lunch to school in a reusable bag or box _____
15. watches at least one nature show on TV each week _____



16. has written a letter to *KIND News* _____
17. has a pet who is more than ten years old _____

18. helps his or her family recycle their trash _____
19. has a pet who is spayed or neutered _____
20. always turns off lights when leaving a room _____
21. has walked a dog for a friend or neighbor _____
22. has two cats _____



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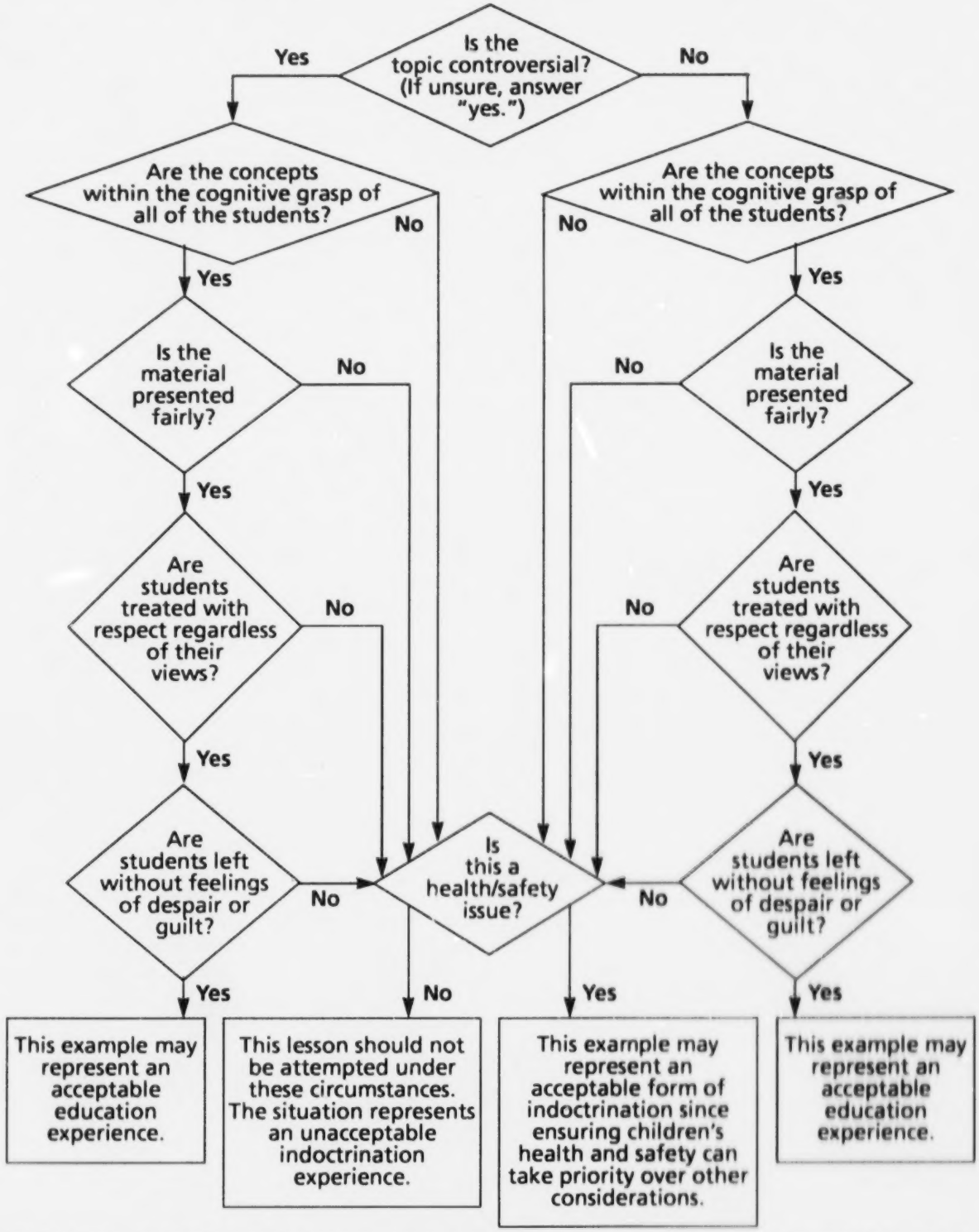
Education or Indoctrination?


Is the topic controversial? (If unsure, answer "yes.")
Yes
No
Are the concepts within the cognitive grasp of all of the students?
No
Yes
Are the concepts within the cognitive grasp of all of the students?
No
Yes
Is the material presented fairly?
No
Yes
Is the material presented fairly?
No
Yes
Are students treated with respect regardless of their views?
No
Yes
Are students treated with respect regardless of their views?
No
Yes
Are students left without feelings of despair or guilt?
No
Yes
Is this a health/safety issue?
No
Yes
Are students left without feelings of despair or guilt?
No
Yes
Yes
No
Yes
Yes
This example may represent an acceptable education experience.
This lesson should not be attempted under these circumstances. The situation represents an unacceptable indoctrination experience.
This example may represent an acceptable form of indoctrination since ensuring children's health and safety can take priority over other considerations.
This example may represent an acceptable education experience.

Note: This flowchart should not be taken as an endorsement of any particular topic; some topics, although presented in a responsible manner, may be regarded as inflammatory in light of community values.

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Breaking the Cycle of Abuse

Directions: Read the first example below. Decide which key concept best matches the example. Hold up the appropriate card 1, 2, or 3 for the corresponding key concept. Wait until your presenter tells you to go on to the next example.

A. "One of the most dangerous things that can happen to a child is to kill or torture an animal and get away with it." —Margaret Mead, anthropologist

B. In a 1984 study, Drs. Felthous and Kellert surveyed 152 prisoners in Kansas and Connecticut penal institutions. They interviewed prison guards to identify prisoners as "aggressive" or "nonaggressive." These researchers found that twenty-five percent of the "aggressive" prisoners reported having repeatedly abused animals as children. The same was true of only six percent of the "nonaggressive" prisoners.

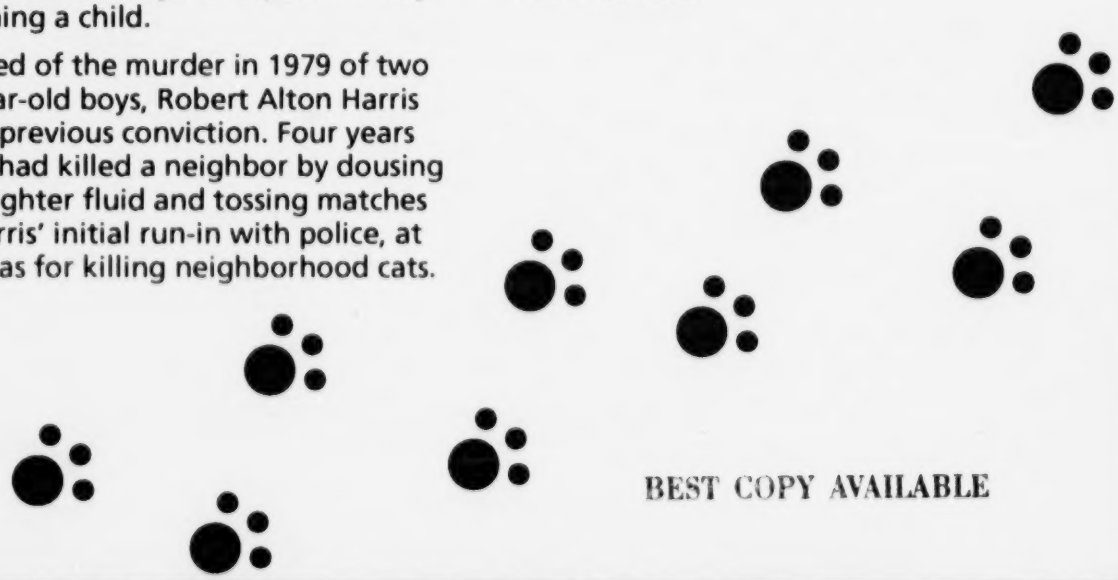
C. A 1982 study of child-abusing families conducted by Drs. Elizabeth DeViney and Jefferey Dickert showed that among the New Jersey families referred to Youth and Family Services for physical child abuse, eighty-eight percent of the households included a member who had physically abused animals. In most cases, an abusive parent had killed or injured a pet as a way of disciplining a child.

D. Convicted of the murder in 1979 of two sixteen-year-old boys, Robert Alton Harris had had a previous conviction. Four years earlier, he had killed a neighbor by dousing him with lighter fluid and tossing matches at him. Harris' initial run-in with police, at age ten, was for killing neighborhood cats.

E. Carroll Edward Cole, who was executed in 1985 for five of thirty-five murders of which he was accused, told police that his first act of violence was to strangle a puppy.

F. The National Center for the Analysis of Violent Crime is located at the FBI Academy in Quantico, Virginia. Here, computerized histories of known criminals enable the FBI to profile the serial criminal-at-large. The FBI has found that a history of cruelty to animals is one of the traits that regularly appears in its computer records of serial rapists and other criminals.

G. "Breaking the silence around the victimization of males will be an important part of breaking the cycle of violence. There is likely a strong connection between the societal tolerance of violence against males, the widespread victimization of boys and teen males, and the predominance of male-perpetrated violence." —Dr. Frederick Mathews, psychologist, the Central Toronto Youth Services



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KIND Teacher Scavenger Hunt

Directions: Next to each item write the page number of *KIND Teacher* on which your group found the item. Note: There may be more than one correct answer, but you need fill out only one answer for each item. The group that finds the most correct answers in the time allowed is the winner.

page _____ 1. A picture of an endangered animal.

page _____ 2. A worksheet that could be part of a language arts unit.

page _____ 3. The name of a teacher who teaches humane education.

page _____ 4. A message from the editor of *KIND Teacher*.

page _____ 5. The word "environment."

page _____ 6. A picture of an insect or spider.

page _____ 7. The names of the educators on the *KIND Teacher* Educator Advisory Board.

page _____ 8. A page that may be photocopied for classroom use without permission from NAHEE.

page _____ 9. A picture of something a pet needs.

page _____ 10. A puzzle.

page _____ 11. The first page on which the answers to the worksheets appear.

page _____ 12. The nomination form for the National KIND Teacher of the Year Award.

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A Mixed-Up Story

Directions: 1. Cut apart the slips of paper with the words on them at the bottom. Turn over all the slips of paper so that the words face down. 2. Select a reader in your group. 3. Have the reader read the story aloud. When he or she comes to a blank, that person should pick up one paper slip and fill in the blank with the word or words that appear on it. 4. When the story is finished, put all of the word slips into the correct order.

Sally is the best dog in the whole ___1___. Every day I take her for a walk. I clip her ___2___ firmly onto her collar, and away we go.

Sometimes we walk past Mr. Perry's store. He is very friendly. He gives me a ___3___ to eat. He gives Sally a ___4___. We talk to Mr. Perry for a while and then we go back to our walk.

One ___5___ after another rushes by us in the street as we go down the sidewalk. But Sally is safe. She is not allowed to run free, so I do not need to worry that she will get hurt. Soon I can tell that we are almost home because I can see our ___6___ again in the distance.

As soon as we are back home, I give Sally her dinner. Her favorite food is a can of ___7___. I also give her a bowl of fresh, clean ___8___ so she will not get thirsty after her walk.

A long time ago, we got Sally from the animal shelter. The shelter takes in any ___9___ or ___10___ that is unwanted and tries to find it a home. When we got Sally, we decided to have her spayed. The veterinarian said this would help Sally have a longer and healthier life. It means she will be safe from certain kinds of cancer. She will never be a ___11___, but she will never have any unwanted puppies either. There are too many puppies and not enough homes to go around.

I love Sally alot! She is my best ___12___!

car	cat	cookie	dog	dog biscuit	dog food
friend	house	leash	mother	water	world

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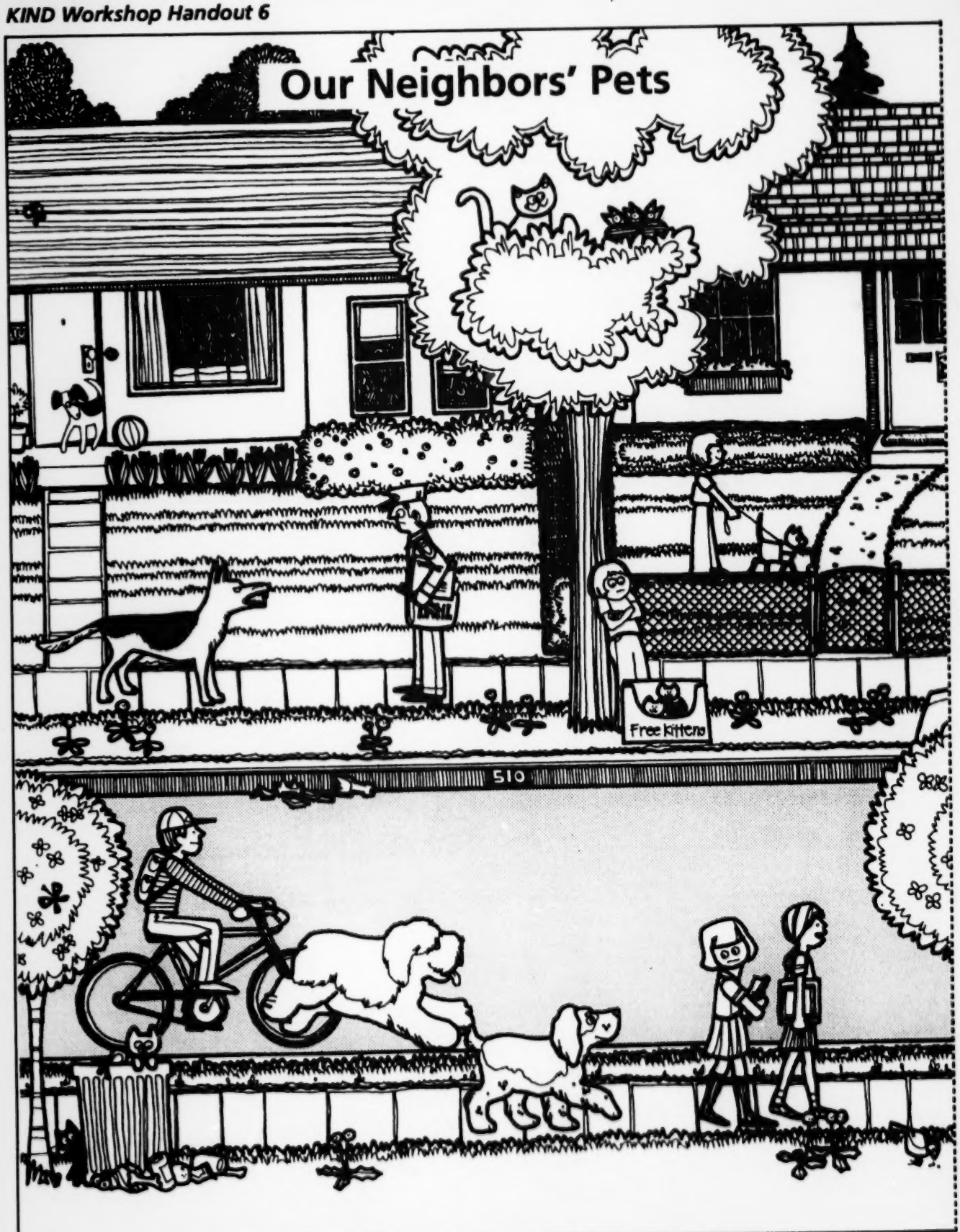

Tape the two pages of this handout together.

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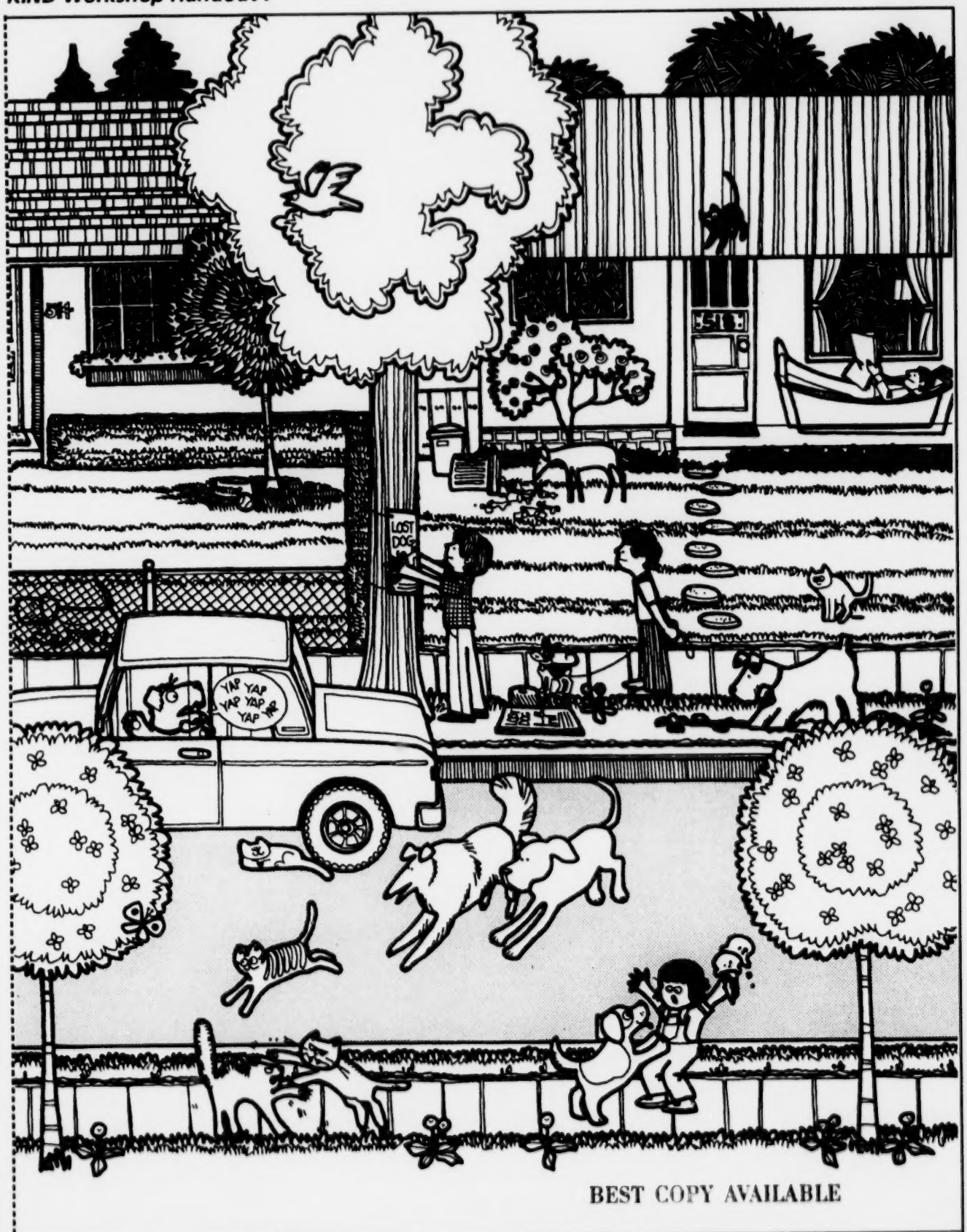

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The "I Quit!" Song

It is not just the unspayed or unneutered parent animal who contributes to pet over-population. This song, sung to the tune of "The Twelve Days of Christmas" illustrates the dilemma of cumulative offspring.

Verse 1: By the time she was a year old, my doggie gave to me,
A litter in a basket.

Verse 2: After two years together, my doggies gave to me,
12 spotted pups and a litter in a basket.

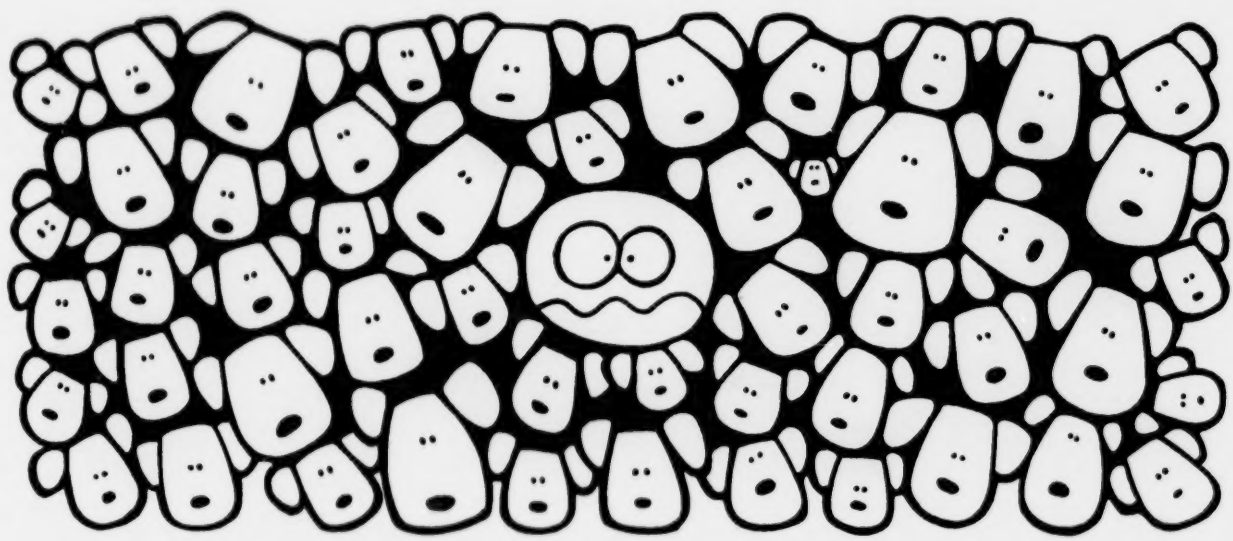
Verse 3: After three years together, my doggies gave to me,
36 mutts, 12 spotted pups, and a litter in a basket.

Verse 4: After four years together, my doggies gave to me,
108 hounds, 36 mutts, 12 spotted pups, and a litter in a basket.

Verse 5: After five years together, my doggies gave to me,
324 tails a-wagging, 108 hounds, 36 mutts, 12 spotted pups,
and a litter in a basket.

Verse 6: After six years together, my doggies gave to me,
972 dogs a-barking, 324 tails a-wagging, 108 hounds, 36 mutts, 12 spotted pups,
and a litter in a basket.

Verse 7: Next time I'll spay, so my dogs won't give to me,
2, 916 pups a-yipping, 972 dogs a-barking, 324 tails a-wagging, 108 hounds,
36 mutts, 12 spotted pups, and a litter in a basket.
I QUIT! (shouted by all)



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Who Am I?

When I was born, I was the size of a lima bean.	I have cheek pouches.	I sleep about twenty hours a day.	I stayed with my mother until I was eleven months old.
I have two sharp teeth in the front of my mouth.	I am more active at night than during the day.	I never attack people or other animals except in defense.	* My name in one language means "drinks no water."
* When I was a baby, I rode "piggyback" on my mother's back.	* Humans are my greatest enemy.	* In the wild, I usually live by myself.	* I eat leaves.
* I reach my full size when I am four years old.	* I am a mammal.	* I move slowly.	** I have thick, gray, water-proof fur.
** I spend almost my entire life in trees.	** I am related to the opossum.	** I am a marsupial. (Females of my kind of animal have a pouch for protecting babies while they grow.)	** I eat the leaves of only one tree—the eucalyptus.

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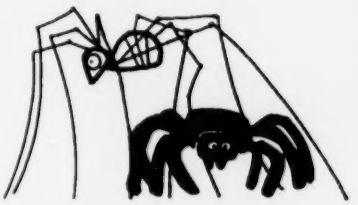
Startling Statistics

1. A shark can sense things moving in the water up to _____ feet away.

2. A snail has more than _____ teeth on its tongue.

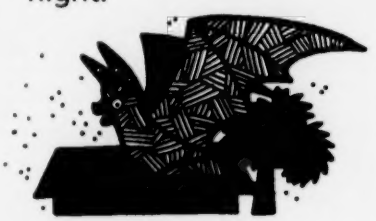
3. There are more than _____ kinds of spiders.



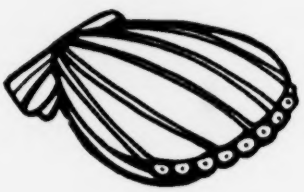
4. Belugas may travel in groups of _____ animals or more.

5. A timber wolf's home range may be up to _____ square miles.

6. One bat may eat _____ insects in one night.



7. The scallop has more than _____ eyes.

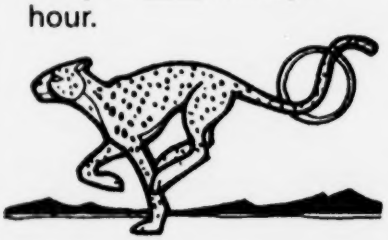


8. Some hummingbirds beat their wings up to _____ times per second.

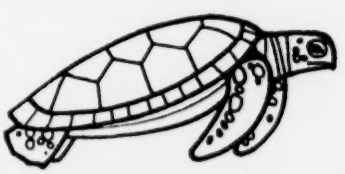
9. The endangered blue whale may weigh up to _____ pounds.

10. The tuatara, an endangered reptile, may live to be _____ years old.

11. The endangered cheetah can reach speeds of up to ____ miles per hour.



12. A green turtle's feeding grounds can be up to _____ miles apart from the beach where she lays her eggs.



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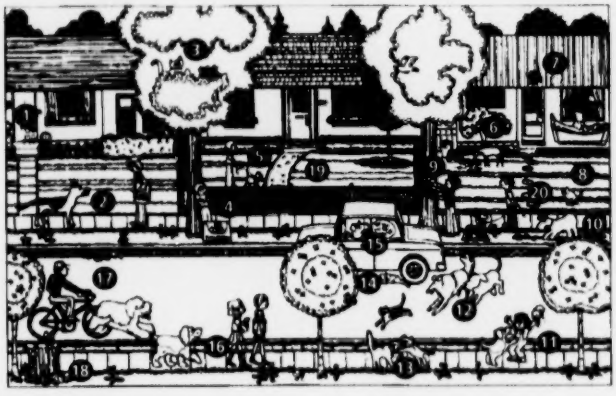
Answer Key, part 1

A Mixed-Up Story

The correct order is: 1. world; 2. leash; 3. cookie; 4. dog biscuit; 5. car; 6. house; 7. dog food; 8. water; 9. dog, 10. cat; 11. mother; 12. friend.

Our Neighbors' Pets



Examples of Irresponsible Ownership:

1. The door has been carelessly left open. This dog could become injured or lost.

2. This dog is roaming freely. Free-roaming dogs may frighten pedestrians and risk injury.

3. The cat is roaming freely. Free-roaming cats kill many wild songbirds and risk injury.

4. A litter of unwanted kittens. Spaying or neutering would have prevented the problem.

6. The stray dog is suffering from hunger and risks injury.

7. The free-roaming cat is stranded on the roof.

8. The free-roaming cat is making a mess.

10. The free-roaming dog is causing damage to someone's property.

11. This free-roaming dog does not mean to hurt anyone, but the child is scared.

12. This free-roaming cat risks injury from the free-roaming dogs in the neighborhood.

13. This free-roaming cat risks injury from another free-roaming cat.

14. This free-roaming cat may be hurt when the car starts up.

15. The dog in this car is hot and may not survive if help does not arrive soon.

16. This free-roaming dog is not welcomed by the two girls.

17. This dog needs a leash, collar and tags.

18. These free-roaming cats are making a mess.

Examples of Responsible Ownership:

5. This owner has her cat on a harness.

9. This boy is posting signs in an effort to find his lost pet. (Responsible owners usually do not lose pets. If an accident does occur, however, this is one appropriate response.)

19. This dog is enjoying the safety of a fenced-in yard.

20. This boy has his dog on a leash.

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Answer Key, part 2

Wild Animal Startling Statistics

1. 600: Vibrations from an animal in the water as far away as 600 feet are picked up by nerve endings that extend along a shark's body from snout to tail. Source: *Dangerous Sea Creatures/ The Wild, Wild World of Animals* (New York: Time-Life Films: 1976).

2. 15,000: The file-like radula or tongue of a garden snail may have up to 15,000 horny teeth arranged in rows. Source: *The Marshall Cavendish International Wildlife Encyclopedia* (North Bellmore, NY: Marshall Cavendish Corporation, 1994) Volume 9, page 999.

3. 30,000: There are more than 30,000 known kinds of spiders, but scientists estimate there may be as many as 50,000 to 100,000, including all those that have not yet been discovered and/or recorded. Source: *World Book Encyclopedia* (Chicago: World Book, 1995), Volume 18, page 783. Note: of the 30,000 known kinds of spiders, only a dozen or so are dangerous to people. Source: *The Unhuggables* (Washington, DC: National Wildlife Federation, 1988) page 30.

4. 10,000: Belugas may be seen in large schools of as many as 1,000 individuals. Source: Sierra Club Handbook of Whales and Dolphins by Stephen Leatherwood and Randall R. Reeves (San Francisco: Sierra Club Books, 1983) page 102.

5. 800: Wolves live in groups called packs. A pack lives within a specific area called a territory. The size of the territory depends largely on the availability of prey. If prey is scarce, the territory may cover as much as 800 square miles. Source: *World Book Encyclopedia* (Chicago: World Book, 1995), Volume 21, page 377.

6. 3,000: Some insect-eating bats can catch as many as 3,000 insects in a single night. Source: *Bats*, Zoobooks Series, Volume 7, No. 3 (San Diego, CA: Wildlife Education Limited, 1989) page 13.

7. 100: Normally, scallops lie on the seabed with their valves slightly open, revealing more than 100 blue eyes around the edge of the mantle. Source: *The Kingfisher Illustrated Encyclopedia of Animals* (New York: Kingfisher Books, 1984) page 282.

8. 80: This tiny bird can flap its wings eighty times per second. Source: *Amazing Birds* by Alexandra Parsons, Eyewitness Juniors Series (London: Dorling Kindersley, 1990) page 26.

9. 300,000: Although a blue whale can attain a length of more than 100 feet and a weight of 130-150 tons, most of the largest were killed prior to the beginning of international protection in 1966. Source: *The Great Whale Book* by John Kelly, Scott Mercer, and Steve Wolf (Washington, DC: Center for Environmental Education, 1981) page 83.

10. 120: Male tuataras reach sexual maturity at about twenty years of age and can possibly live to more than 120 years old. Source: *Reptile* by Colin McCarthy, Eyewitness Series (London: Dorling Kindersley, 1991) page 37.

11. 60: Cheetahs are the world's fastest animals on land. They can run up to 60 mph over short distances. Source: *1,000 Facts about Wild Animals* by Moira Butterfield (New York: Times Four Publishing [Grisewood & Dempsey, Inc.], 1992) page 7.

12. 1,300: Green turtles which feed off the coast of Brazil travel some 1,300 miles to the island of Ascension in the middle of the Indian Ocean to lay their eggs. Source: *Remarkable Animals* (Middlesex, England: Guinness Superlatives Ltd., 1987) page 167.

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KIND Workshop Evaluation

Workshop Sponsor: **Date:**

1. Please describe the workshop you just attended:

   _____ excellent _____ average _____ poor

2. Would you recommend this workshop to others?

   _____ yes _____ no

3. Were participants' questions adequately addressed during the workshop?

   _____ yes _____ no

4. Which of the following describes the workshop presenter? (Check all that apply.)

   _____ courteous _____ confrontational

   _____ enthusiastic _____ needs to speak more loudly

   _____ knowledgeable _____ needs to speak more slowly

   _____ well-prepared _____ needs to be better prepared

5. Was the workshop scheduled at a convenient time for you?

   _____ yes _____ no (If not, please indicate a more suitable time.)

---

6. Are you an elementary classroom teacher?

   _____ yes _____ no

7. Do you expect to use lessons from the workshop with students?

   _____ yes _____ maybe _____ probably not

8. Which (if any) of the following topics do you expect to teach?

   _____ responsible pet care _____ habitat protection

   _____ importance of spaying/neutering pets _____ endangered species

   _____ no wild animals as "pets" _____ rain forest protection

9. Did you find the demonstrated teaching techniques fresh and innovative?

   _____ yes _____ no

10. Do you expect to subscribe to *KIND News*?

    _____ yes _____ maybe _____ probably not

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